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*A Shorter Course*

ENGLISH  
GRAMMAR  
AND COMPOSITION

BY

• W • H • WELLS • A • M •

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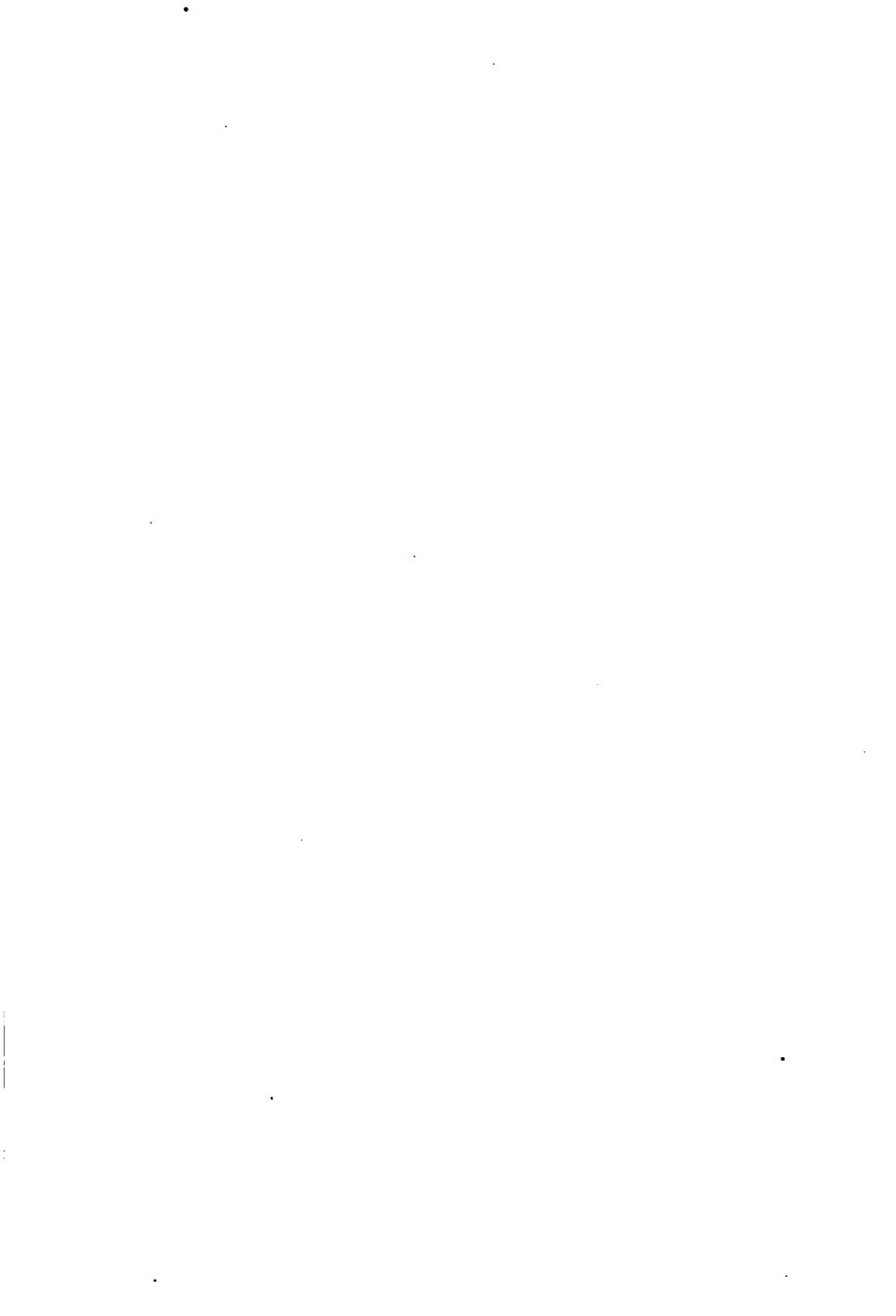
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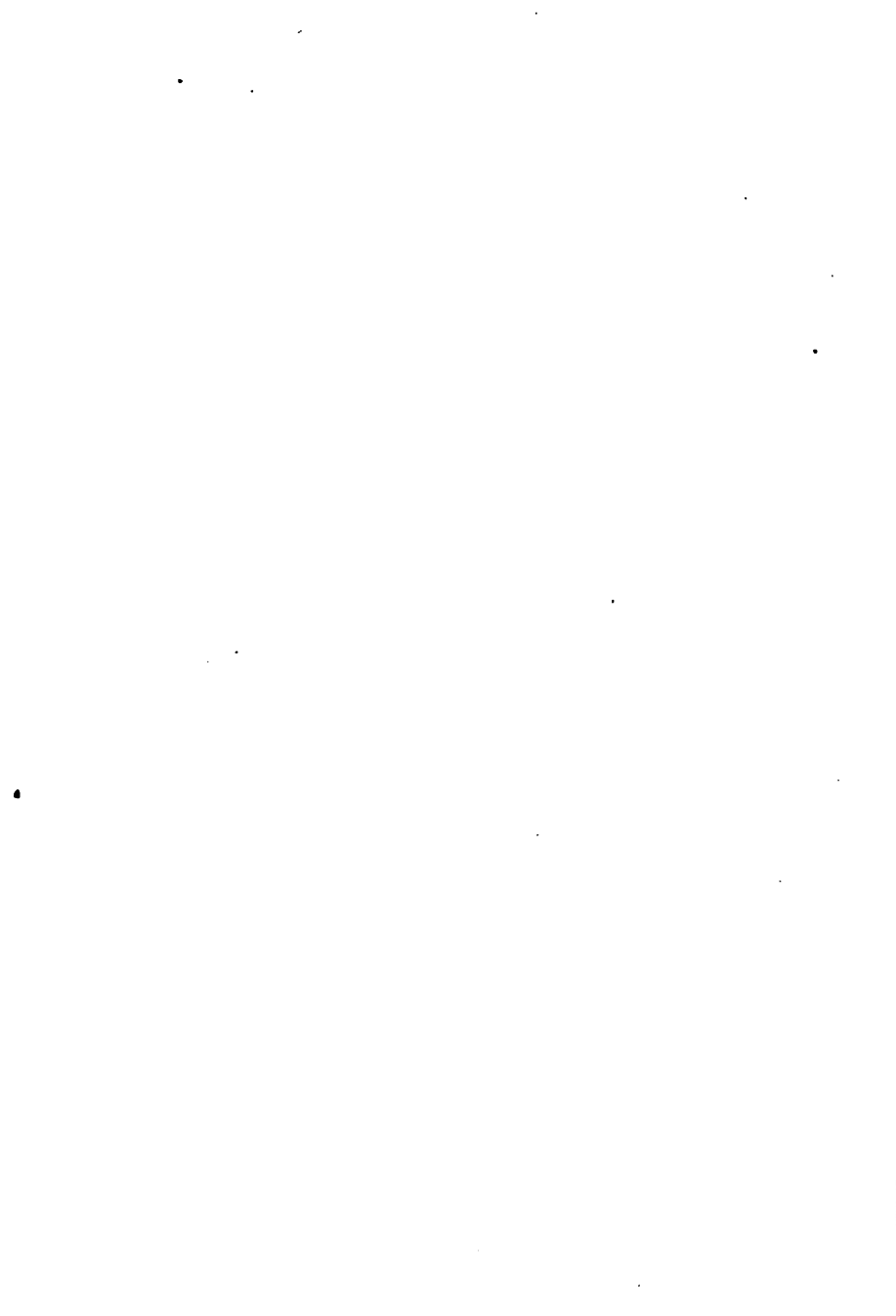
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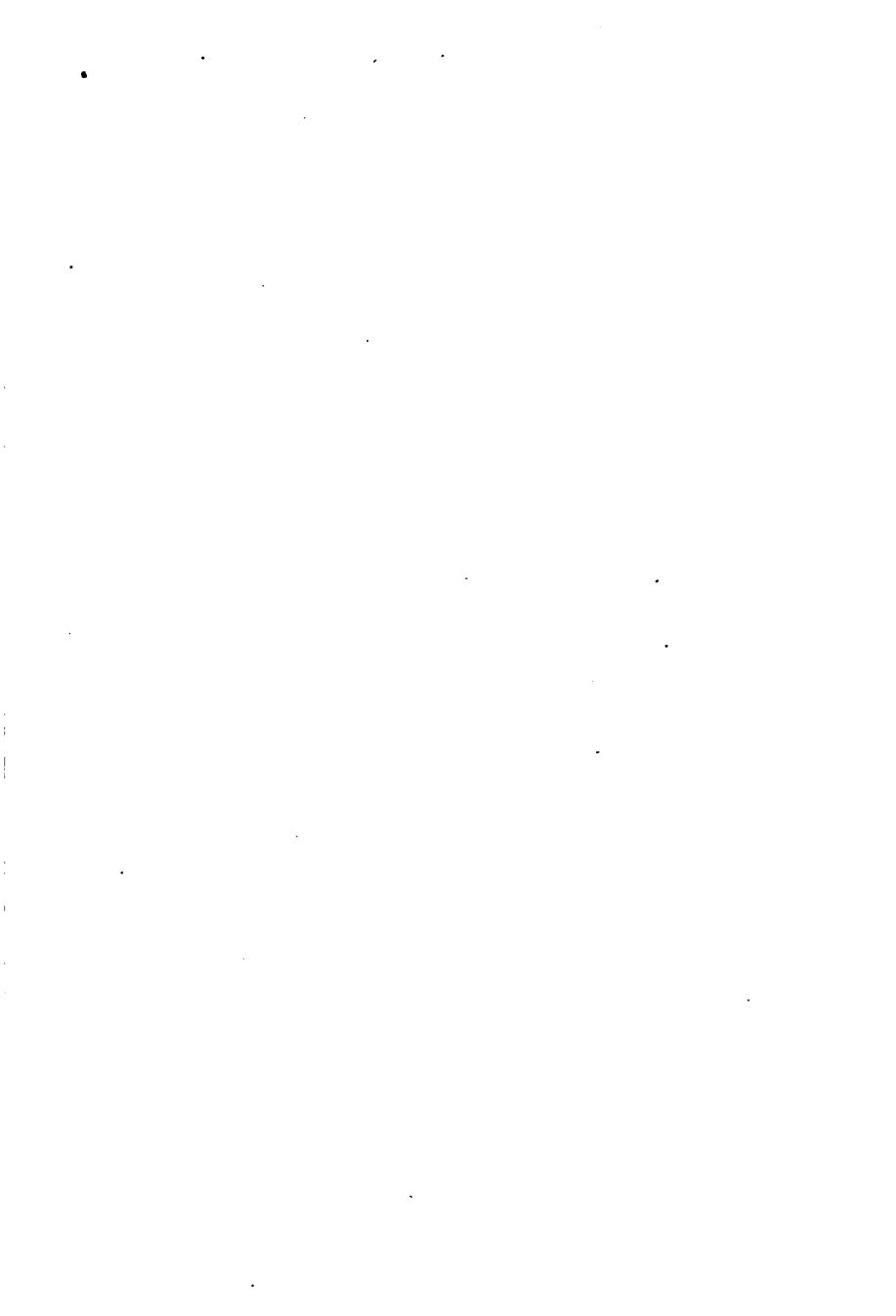
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A SHORTER COURSE  
IN  
ENGLISH GRAMMAR  
AND  
COMPOSITION.

By W. H. WELLS, A.M.,  
AUTHOR OF "SCHOOL GRAMMAR" AND "GRADED SCHOOL."

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## PREFACE.

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The **Shorter Course** is intended to furnish all the aid that is needed by the ordinary student in learning to speak and write well.

English Grammar, in its application, when properly taught, is always interesting and attractive to pupils, and there is no branch of school instruction that is more valuable or important than the study of our mother tongue.

The present work commences with the knowledge which the pupil already possesses, and carries him directly forward in the practical study and use of the language.

Most of the common principles of grammar are acquired by pupils when they learn to talk, and read, and write, before they commence the study of grammar in school. An opportunity to tell what they know is a source of continual gratification to them, and fresh interest is constantly awakened in their minds as they are called on to make an application of the knowledge which they already possess. See § 23.

The ability to speak well and write well is acquired by listening to good speakers and reading good authors, and by actual practice in speaking and writing, with a careful observance of the principles and rules by which the language is governed.

In the **Shorter Course**, the rules of grammar are nowhere taught as abstract principles, but everywhere in their practical application. The object sought in every lesson is to cultivate the power of expression, and the

rules of grammar are made to take their appropriate place as collateral aids.

The principles of grammar are in most cases applied as follows:

1. When a principle or rule is presented, it is first illustrated by one or more examples.

The pupils are then called on,—

2. To give oral examples of their own construction.

3. To select illustrative examples from their readers, or from other printed matter;

4. To write sentences that embody and illustrate the principle or rule presented.

In addition to the spoken and written exercises which accompany all the important principles and rules, and which render it impossible that they should be passed over without being thoroughly understood and applied, there is also a complete parallel **Course of Lessons in Speaking and Writing** interspersed throughout the work.

The **Art of Conversation**, which is the great art of oral intercourse in every-day life, is as dependent upon cultivation as any branch of school instruction; and any course of grammatical study that does not include lessons in conversation is radically defective. A systematic course of exercises in conversation forms one of the special features of the present work.

The **Exercises in Written Composition** are so shaped and arranged as to furnish constant aid to pupils in enlarging their vocabulary of words, and to teach them how to use in the best manner the words which they have at command.

The **Shorter Course** may properly be defined *A Book of Progressive Exercises in Speaking and Writing Eng-*

*lish, accompanied by a constant Application of the Principles and Rules by which the Language is governed.*

The system of **Analysis** adopted presents the elements of sentences and their various relations in as simple a manner as possible, and it is made entirely subordinate to **Synthesis**, or the work of putting words together.

The **Diagrams** employed in connection with **Analysis** illustrate the structure of sentences very clearly by rendering the relations of their several parts visible to the eye. This mode of illustration is now employed in some form by most teachers as a valuable auxiliary to oral and written analysis.

Exercises in tracing the **Grammatical Connection of Words in Sentences**, form one of the special features of the work. They require a careful analysis of thought as well as language, and combine in condensed form the essential advantages of both parsing and analysis. See § 244.

The **Examples for Illustration** throughout the work have been selected with great care from a wide range of reading; and while their first use is to illustrate different forms and modes of expression, they also embody gems of thought which cannot fail to prove both interesting and instructive.

The author's connection with educational work has afforded him the most favorable opportunities for studying the wants of schools and the best methods employed in them. During the progress of this work he has carefully examined all the English Grammars in general use in this country and in Great Britain, and has received valuable suggestions from prominent educators, and from teachers of large experience in teachers' institutes and in schools.

W. H. W.

CHICAGO, JULY 15, 1880.



## HISTORICAL NOTICE.

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The basis of the English language is the Anglo-Saxon.

The original language of the British isles was the ancient Celtic or Keltic. This language is still spoken to some extent in Wales, in the Highlands of Scotland, in the western part of Ireland, and in the Isle of Man.

The Anglo-Saxon language was brought into Britain in the fifth century, by the Angles and Saxons from the north of Germany. It has a much greater number of grammatical inflections than modern English. The nouns have five cases, distinguished by different endings; adjectives are declined, and have distinctions of gender; pronouns have a greater number of forms, and verbs have more personal terminations.

After the settlement of the Angles and Saxons in Britain frequent incursions were made by the Norsemen and Danes. This led to the introduction of a considerable number of Danish, Swedish, and Norwegian words into the language.

The Norman Conquest occurred in 1066, and for a period of three hundred years following the Conquest Norman-French was mostly spoken by the upper classes and Anglo-Saxon by the lower. This resulted in the incorporation of a very large number of French words.

Many Latin words were brought into England by the Roman missionaries, and a very large number of Latin words have come to us through the medium of Norman-French. By these and other means Latin has become one of the most important elements of the English tongue.

The period of three centuries extending from the middle of the twelfth century to the middle of the fifteenth, is the transition period of the language from Anglo-Saxon to modern English.

## TO TEACHERS.

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The most important principles of grammar are printed in the first and second sizes of type. They should never be studied as abstract definitions and rules, but always in connection with the oral and written exercises that illustrate and embody them.

If any of the Exercises are found to be too long for single lessons, teachers will use their discretion in dividing them.

A brief system of *Diagram Analysis* is introduced, pp. 121-129, for the use of teachers who desire to employ this mode of illustration ; but it is not intended that the diagrams shall be regarded as an essential part of the work. Teachers can either use or omit them, as they prefer. Many teachers devise their own methods of illustration by diagrams.

## PREPARATORY LESSONS.

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The **Preparatory Lessons** here given are designed to furnish suggestions and models for the general guidance of teachers, but it is not expected that teachers will confine themselves closely to any set forms or methods in introducing the elementary principles of grammar.

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### LANGUAGE.

1. You all know how to talk and how to write. What you say when you are speaking or writing is called **Language**.

Language is made up of words. When we say "The sun shines in the east," we make use of six words.

Our own language is called the **English language**.

Can you name any other languages besides the English? Do they have the same words as the English language?

#### *Definitions.*

**Language** is that which we speak or write when we express our thoughts.

**Spoken language** consists of words that are uttered by the voice.

**Written language** consists of words that are written or printed.

The teacher now writes these definitions on the blackboard and requests the pupils to copy them on their slates and commit them to memory.



## SENTENCES.

2. When we say "Boys play," we put words together so that they make complete sense. But if we say "The sun," the sense is not complete till we say something about *The sun*. If we say "The sun shines," then the words make complete sense. When we put words together so as to make complete sense, we form a **sentence**.

When we tell anything or **make a statement**, we form a sentence. "Boys play" is a sentence. "I see the door" is a sentence.

When we **ask a question**, we make a sentence. "Does the sun shine?" is a sentence.

*Give several examples of words joined together so as to form sentences.*

### *Definition.*

A **sentence** is a collection of words arranged in such a manner as to make complete sense.

### *Capital Letters.*

3. The first word of every sentence should commence with a capital letter.

### *Punctuation.*

4. The **period** (.) is used at the end of a complete sentence, unless its place is supplied by an interrogation point or by an exclamation point. See § 258.

The **interrogation point** (?) is placed at the end of a sentence that asks a question. See § 261.

The **exclamation point** (!) is used after an expression of strong or sudden emotion, and after a solemn invocation or address. See § 262.

This definition and the rules for punctuation and capital letters are now written on the blackboard, and the pupils are called on to copy them and commit them to memory.

## EXERCISE.

*Select several sentences from your readers and apply the definition of a sentence and the rules for punctuation and capital letters.*

## MODEL.

“The Amazon is the largest river in the world.”

This is a sentence because it is a collection of words arranged in such a manner as to make complete sense. Its first word *The* commences with a capital letter because the first word of every sentence should commence with a capital. A period is placed at the end because a period is placed at the end of a complete sentence.

*Write five sentences of your own and apply the definition and rules.*

*Note.*—If any errors occur, they should be pointed out and corrected; and these corrections should be made, as far as possible, by members of the class.

## SUBJECT AND PREDICATE.

5. If we say *came to school*, we do not form a sentence. If we say *Henry*, we do not form a sentence. But if we say “*Henry came to school*,” we do form a sentence.

You see it takes two parts to make this sentence. *Henry* is one part, and *came to school* is the other. *Henry* names that of which something is said, and *came to school* tells what is said of *Henry*.

Every sentence has two principal parts. The part which names that of which something is said is called the **subject**. That part which tells what is said of the subject is called the **predicate**.

In the sentence “*Summer clouds bring pleasant showers*,” *Summer clouds* is the subject, and *bring pleasant showers* is the predicate.

In the sentence “*Where do swallows go in the winter?*” *swallows* is the subject, and *where do go in the winter* is the predicate.

*Form sentences and point out the subjects and predicates.*

*Definitions.*

The **subject** of a sentence represents that of which something is said.

The **predicate** of a sentence tells what is said of the subject.

These definitions are written on the board and learned by the pupils.

**EXERCISE.**

The following sentences are written on the board, and the pupils are requested to copy them on their slates and underline all the subjects to distinguish them from the predicates.

1. "The prize cannot be obtained without labor."
2. "A waving willow was bending over the fountain."
3. "The lark sings joyously."
4. "Idleness often leads to vice."
5. "What is time? Time is the life of the soul."—*Long-fellow.*

The teacher selects from the reader sentences to be used as in the foregoing exercise.

[Complex and compound sentences should be avoided, and this exercise should be continued till the distinction between subject and predicate is well understood.]

**CLAUSES.**

6. If we say "Spring comes and the flowers appear," we have two sentences connected together. *Spring comes* is a sentence, and *the flowers appear* is a sentence. Each of these sentences is called a **clause**.

*Definition.*

When two or more sentences are connected together, each sentence is called a **clause**.

This definition is written on the board and learned by the pupils.

*Write on the board sentences that are connected together and point out the clauses.*

### PHRASES.

7. If we say "In the field," the words convey an idea, but they do not form a complete sentence. Such expressions are called **phrases**.

The expressions "A summer cloud," "one by one," "in great haste," "by and by," are all phrases.

Phrases are also contained in sentences. In the sentences "He came *in great haste*," "He stood *listening to the music*," *in great haste and listening to the music* are phrases.

*Give several examples of phrases in sentences and write them on the board.*

#### *Definition.*

A **phrase** is a short expression which does not form a complete sentence.

#### *Punctuation.*

8. The **comma** (,) is used to express a slight separation or disconnection of the different parts of a sentence, and to show more clearly the sense intended. See § 248.

The **semicolon** (;) is used to denote a separation or disconnection somewhat greater than that which is expressed by the use of a comma. See § 255.

The definition of a phrase and the rules for punctuation are written on the board and learned by the pupils.

### EXERCISE.

Let the following examples be written on the board or dictated to the class.

1. "It is cold."
2. "A fragrant flower."
3. "The ripe apple fell from the tree."
4. "Who is absent?"
5. "Sooner or later."
6. "Haste is needful in a desperate case."

*Which of these examples are phrases? Which are sentences? Point out three phrases contained in the sentences.*

*Select several sentences from your readers, point out the phrases, and apply the definition of a phrase and the rules for punctuation.*

#### MODEL.

“Soon, almost every house was vacant; and men, women, and children were hastening to the beach.”

In this sentence, *almost every house* and *to the beach* are phrases, because they are short expressions which do not form complete sentences.

Commas are placed after the words *soon*, *men*, *women*, and *children*, to express a slight separation or disconnection of the different parts of the sentence, and to show more clearly the sense intended.

A semicolon is placed after the word *vacant* because the disconnection to be expressed is somewhat greater than that which is expressed by the use of a comma.

*Write five sentences of your own, and apply the definition and rules.*

Let the teacher select a reading lesson that contains examples of the **comma**, the **semicolon**, the **period**, the **interrogation point**, and the **exclamation point**. The various uses of these marks, as they occur in the lesson, should be carefully studied and explained.

Let the teacher also select from a reading book sentences that contain all these marks of punctuation, and write them on the board, omitting the marks. Let the pupils copy these sentences and insert the proper marks.

*Note.*—All written exercises should be properly punctuated. Whenever rules of punctuation are required in addition to those which have already been given, they should be referred to by the teacher and learned by the pupils.

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#### REVIEW.

Define Language;—spoken language;—written language.

Define a sentence;—the subject of a sentence;—the predicate of a sentence.

Define a phrase.

Give the rule for the form of letter which should commence the first word of a sentence;—for the use of the period;—of the interrogation point;—of the exclamation point;—of the comma;—of the semicolon.

## PARTS OF SPEECH.

9. When we go into a forest, we find the number of trees around us is greater than we can count. But when we examine them carefully, we find that some of them are very much alike in form, color of the bark, shape of the leaves, etc., while they differ greatly from all the rest.

We also find that other trees, which differ widely from these, have strong resemblances to one another.

If we go on in this way, putting the trees of each kind in one class, we find that all the trees in the forest belong to a few simple classes which are called *Oak trees*, *Maple trees*, *Elin trees*, etc., and we can easily tell the class to which any tree belongs.

*Name all the different kinds of trees you can think of.*

So it is with the words of our language. Though their number is more than one hundred thousand, they are all included in eight different classes, which are called **parts of speech**. When we have learned how to distinguish these separate divisions, we can tell the class or **part of speech** to which any word in the language belongs.

[By some such introductory exercise as this the interest of a class of beginners may be easily enlisted, and the pupils will thus be prepared to enter with pleasure upon the work of learning to distinguish the different **parts of speech**.

It is all-important that they should take an active part in these lessons from the beginning. They should not only be called on to furnish copious examples and illustrations of their own, but they should be encouraged to ask such questions as their interest or curiosity may suggest.]

## THE NOUN.

10. *Mention the names of any things that you saw on your way to school.\**

As these names are given, the teacher or one of the pupils writes them in a column on the board.

*Give the name of a city; — of a man; — of any object in a store; — in a garden.*

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\* "On a first introduction to such a subject as English Grammar, the best kind of Exercise is to be found in brisk, running questions, accompanied by commentary, on the part of the teacher."—*Hall*.

These names are written in the same column on the board.

*Give the names of any other object you can think of.*

These are written in the same column.

Are all the words you can think of names? Can you mention any words that are not names? Are the words *good* and *bad* names? Is *run* a name? Can you think of any object that has not a name? Do any objects you cannot see have names? Is *air* a name? *Voice? Wise? Wisdom? Goodness? Virtue? Virtuous?*

The **names** of all objects are called **nouns**.

*Write the word Nouns over the column of names on the board.*

### *Definition.*

A **noun** is a word that is used as a name; as, *Chicago, man, wisdom.*

This definition is written on the board and learned by the pupils.

### EXERCISE.

The following sentences are written on the board or dictated to the class. The pupils are then requested to select all the nouns and write them together on their slates. These results are examined and corrected.

1. "The earth is a large globe or ball."
2. "Virtue is better than riches."
3. "Springs are streams of water that issue from the ground. They derive their supply from the vast amount of water which descends from the clouds in the form of rain, hail, or snow."

The teacher next selects an easy lesson in the reading-book of the class, and the pupils point out all the nouns; the first pupil in the class naming the first noun, the next pupil the second noun, and so on through the lesson.

*Write three or more sentences, and underline each of the nouns which they contain.*

The teacher now writes ten nouns on the board and calls on the pupils to write sentences that contain them.

[Exercises of this kind should be continued till the pupils are able to point out all the nouns of any common sentence with readiness and accuracy.]

**THE PRONOUN.**

11. Is it proper to say "When George had learned George's lesson, George took George's hat and went home"?

*What would you say?*

*Write the correct form on the board.*

*What words are used in the place of George's and George?*

The words *his* and *he* are used to prevent a disagreeable repetition of the noun *George*.

In the sentence "Henry called his sister, and she answered him," what noun does *she* stand for?

For what noun does *him* stand?

In the sentence "Columbus, who discovered America, was born at Genoa," for what noun does *who* stand?

*Name other words that are used in place of nouns and write them on the board.*

All words that supply the place of nouns are called **pronouns**.

*Write the word **Pronouns** over the column on the board.*

*Definition.*

A **pronoun** is a word that is used instead of a noun; as, "*We* saw the ship *which* came into port."

This definition is written on the board and learned by the pupils.

**EXERCISE.**

The following sentences are given to the class, as in previous exercises.

1. "A man is known by the company he keeps."
2. "These are the men who defended us."
3. "When the wind blows violently among the trees, they bend and almost break. Though their roots are very strong, they sometimes yield to the force of the wind and fall to the ground."



*Select all the pronouns in the foregoing sentences and write them together on your slates.*

*Turn to your readers and point out examples of pronouns.*

*Write sentences containing five or more pronouns and underline the pronouns.*

## THE ADJECTIVE.

12. Let the following phrases be written on the board:

1. "A round orange."
2. "A sweet orange."

What words are here used to **qualify** the word *orange*, or tell what kind of an orange it is?

*Write these words in a column on the board.*

*Name other words that may be joined to nouns to qualify them.*

*Write these words under the column already commenced on the board.*

When we say "Ten trees," "The trees," "Many trees," "All trees," the words *Ten*, *The*, *Many*, and *All*, **limit** or **define** the noun *trees*, but do not **qualify** it.

*Write these words in the column on the board.*

*Name other words that may be used to limit or define nouns.*

*Write these words in the same column.*

When we say "He is tall," what word does *tall* qualify?

*Give another sentence that contains a word used to qualify a pronoun.*

*Write this word under the others.*

These words all belong to the class called **adjectives**.

*Write the word **Adjectives** over the column on the board.*

### *Definition.*

An **adjective** is a word that is used to qualify or limit the meaning of a noun or pronoun; as, "*Ripe* fruit," "*ten* days," "*all* men," "They are *industrious*."

This definition is written on the board and learned by the pupils.

**ARTICLES.**

**13.** The limiting adjectives *a* or *an* and *the* are called **articles**.

Let this sentence be written on the board and learned by the pupils.

**EXERCISE.**

The following sentences are given to the class, and the pupils are called on to select all the adjectives and write them together, underlining the articles to distinguish them from the other adjectives.

1. "Great men are not always wise."
2. "The climate of Egypt is hot in summer, but delightful in winter."
3. "Twelve months make a year."
4. "True courage is cool and calm."
5. "A poor man wants some things; a covetous man, all things."
6. "In life we shall find many men that are great, and some men that are good, but very few men that are both great and good."

The teacher now selects an easy lesson in the reader, and the pupils point out all the adjectives. The first pupil names the first adjective, the next pupil the second adjective, and so on through the lesson. They should also tell which are articles.

*Write sentences containing five or more adjectives and underline the adjectives. Distinguish the articles by double underlining.*

The teacher next writes ten or more adjectives on the board and requests the pupils to write sentences that contain them.

**THE VERB.**

**14.** Let the following sentences be written on the board:

1. "The horse runs."
2. "The horse walks."

What words are here used to **assert** or **affirm** something of *the horse*?

*Give sentences that **assert** or **affirm** something of scholars.*

*Write them on the board and underline the words that **assert** or **affirm**.*

*Give sentences that **command** or **entreat**.*

*Write them on the board.*

Which are the **commanding** or **entreating** words in these sentences? Underline them.

*Give sentences that **ask** questions.*

*Write them on the board and underline the **questioning** words.*

When we say "He desires *to go*," "He stood *looking* at the crowd," the words *to go* and *looking* do not **assert** anything, but they express an action or state in a **general sense**. See § 74.

*Give other sentences containing words that express an action or state in a **general sense**.*

*Write them on the board and underline these words.*

Now examine carefully all the words in these examples that **assert** or **affirm**; those that **command**, **exhort**, or **entreat**; those that are used in **asking questions**; and those that express an action or state in a **general sense**; and you will see that they have strong resemblances to one another, but differ greatly from **nouns**, and **pronouns**, and **adjectives**.

All the words on the board that are underlined belong to the class called **verbs**.

### *Definition.*

A **verb** is a word that expresses an **assertion** or **affirmation**; as, *I am*; *he hears*; *they learn*.

This is the most important meaning of a **verb**, that it expresses an **assertion** or **affirmation**; but verbs are also used to **command**, **exhort**, **entreat**, or **permit**; as, "*Be silent*," "*Strive to improve*," "*Spare me*," "*Go in peace*"; or to **ask a question**; as, "*Is it right?*" or to express an action or state in a **general sense**; as, *doing*; *to obey*.

This definition is now written on the board and learned by the pupils.

**EXERCISE.**

The following sentences are given to the class, and the pupils are called on to select all the verbs and write them on their slates.

1. "Youth is beautiful."
2. "We heard the rain falling on the roof."
3. "We rise in glory as we sink in pride."
4. "He is in haste to return."
5. "The earth shook and trembled."
6. "Savages have no towns or villages; and if they live in houses, these are of the rudest kind."
7. "In the spring the farmer plows his ground and sows his seed, and in the summer and autumn he gathers his harvest."

*Open your readers and point out examples of verbs.*

*Write sentences containing seven or more verbs and underline the verbs.*

The teacher now writes ten or more verbs on the board and asks the pupils to write sentences that contain them.

[These exercises should be continued till the pupils are able to point out readily the principal verbs in any common sentence. They should not, however, at this stage, be required to distinguish compound verbs.]

**THE ADVERB.**

15. Let this sentence be written on the board: "The train moves swiftly."

What word tells **how** the train moves?

What word does *swiftly* modify?

What part of speech is *moves*?

*Underline the word swiftly.*

*Give other sentences which contain verbs that are modified by other words.*

*Write them on the board and underline the modifying words.*

Let this sentence be written on the board: "He is an exceedingly diligent scholar."

What word **modifies** *diligent*?

What part of speech is *diligent*?

*Underline the word exceedingly.*

*Give other sentences containing adjectives that are modified by other words.*

*Write them on the board and underline the modifying words.*

Let this sentence be written on the board: "The train moves very swiftly."

What word does *very* modify?

*Underline very.*

All the words on the board that are underlined belong to the class called **adverbs**.

### *Definition.*

An **adverb** is a word that is used to modify the sense of a verb, an adjective, or another adverb; as, "He improves *rapidly*." "*How* long is the lesson?" "He will return *very* soon."

This definition is written on the board and learned by the pupils.

### EXERCISE.

The following sentences are given to the class, and the pupils are requested to select all the adverbs and write them on their slates.

1. "The task is soon accomplished."
2. "None are too wise to be mistaken."
3. "He is well paid that is well satisfied."
4. "The project, so happily formed, failed of success."
5. "The wild bird that flies so lone and far has somewhere its nest and brood."

*Turn to your readers and point out examples of adverbs.*

*Write sentences containing seven or more adverbs.*

The teacher now writes ten or more adverbs on the board and requests the pupils to write sentences that contain them.

**THE PREPOSITION.**

**16.** When we say "It is a tree of large growth," what word shows the relation between *tree* and *growth*?

*Write this word on the board.*

When we say "He walks in the garden," what word shows the relation between *walks* and *garden*?

*Write this word under the one on the board.*

What word in this sentence depends upon the word *in*, or is governed by it?

*Mention a number of words that are used to show the relation of the words which they govern to other words.*

*Write them under the words on the board.*

Words of this class are called **prepositions**.

*Definition.*

A **preposition** is a word that is used to show the relation of a noun or pronoun which it governs to some other word in the sentence; as, "A man *of* wealth." "Ships sail *on* the ocean."

This definition is written on the board and learned by the pupils.

**EXERCISE.**

The following sentences are given to the class, and the pupils are requested to select the prepositions and write them on their slates.

1. "In all climates, spring is beautiful."
2. "Live for something."
3. "Children are placed in school by their parents for instruction."
4. "The light of the sun is reflected from the moon to the earth."
5. "Well was he arm'd from head to heel  
In mail and plate of Milan steel."

*Open your readers and point out examples of prepositions.*

*Write sentences containing the prepositions over, for, with, at, from, by, behind.*

The teacher writes ten or more prepositions on the board and requests the pupils to write sentences that contain them.

## THE CONJUNCTION.

17. In the sentence "I saw James or his brother," what word connects *James* and *brother*?

*Write this word on the board.*

When we say "James went to school, but John remained at home," what word connects the different parts of the sentence?

*Write this word under the one on the board.*

*Name other words that are used to connect words or sentences.*

*Write them in the column on the board.*

Words that are used to connect are called **conjunctions**.

### *Definition.*

A **conjunction** is a word that is used to connect words or sentences; as, "Seven *and* five are twelve." "Straws swim on the surface, *but* pearls lie at the bottom."

This definition is written on the board and learned by the pupils.

## EXERCISE.

The following sentences are given to the class, and the pupils are requested to select all the conjunctions and write them on their slates.

1. "If spring has no blossoms, autumn will have no fruit."
2. "They are poor because they are extravagant."
3. "Do unto others as you would be done by."
4. "Be great in act as you have been in thought."
5. "Talk not too much, nor of thyself."
6. "The first and the simplest emotion which we discover in the human mind is curiosity."

*Turn to your readers and point out examples of conjunctions.*

*Write sentences containing seven or more conjunctions.*

The teacher writes ten or more conjunctions on the board and requests the pupils to write sentences that contain them.

## THE INTERJECTION.

18. In the expression "Alas! I am undone," what word is used merely to express strong feeling or emotion?

*Write it on the board.*

*Name other words that are used to express strong or sudden emotion.*

*Write them under the word on the board.*

Words of this class are called **interjections**.

### *Definition.*

An **interjection** is an exclamatory word that is used to express some strong or sudden emotion of the mind; as, *ah! alas! O! oh!*

This definition is written on the board and learned by the pupils.

## EXERCISE.

The following examples are given to the class, and the pupils are requested to select all the interjections and write them on their slates.

1. "O wretched state!"
2. "Hail, holy light!"
3. "False wizard, avaunt!"
4. "Oh! spare us yet awhile."

*Open your readers and select examples of interjections.*

*Write sentences or phrases containing five or more interjections.*

---

## GENERAL EXERCISE ON ALL THE PARTS OF SPEECH.

Let the following sentences be written on the board, or read by the teacher for the pupils to copy.

1. "The railroad dates back to Egypt."
2. "Cease, every joy, to glimmer on my mind,  
But leave — oh! leave the light of Hope behind."



3. "This moment is a flower too fair and brief."—*Moore*.
4. "Art thou a friend to Roderick?"
5. "See how lightly he capers away!"
6. "It is the one little sweet blossom that we earn by faithful work which we love best, after all."—*Fanny Fern*.

*Point out the nouns in these sentences;—the pronouns;—the adjectives;—the verbs;—the adverbs;—the prepositions;—the conjunctions;—the interjections.*

*Open your readers and point out examples of nouns;—of pronouns;—of adjectives;—of verbs;—of adverbs;—of prepositions;—of conjunctions;—of interjections.*

The teacher now selects an easy lesson in one of the readers, and assigns ten lines for the pupils to study as a special exercise on the Parts of Speech.

Let the first pupil in the class tell the part of speech to which the first word belongs; the second pupil, that to which the second word belongs; and so on through the ten lines.

[No attempt should be made, at this time, to explain points that have not yet been introduced.]

Let the pupils be called on to write simple sentences which embrace all the parts of speech, placing an abbreviation over each word to indicate the class to which it belongs. Let the articles be distinguished from other adjectives by *ar*.

#### MODEL.

ar.	n.	v.	adv.	prep.	ar.	n.	pro.	v.	conj.
The	wind	blows	violently	among	the	trees.	They	bend	and
adv.	v.	ar.	n.	v.	adv.	adj.	conj.	pro.	adv.
almost	break.	The	roots	are	very	strong;	but	they	sometimes
v.	prep.	ar.	n.	prep.	ar.	n.	inter.	n.	pro.
yield	to	the	force	of	the	wind.	O	John!	you
								frighten	me.

[Add similar exercises.]

## COMPOSITION.

19. This subject may be pleasantly introduced by a few familiar questions.

Did you ever write a composition?

Do you think it is easy to write compositions?

Would you like to write a composition?

When you are talking, is what you say a composition?

**Composition** means putting words together. Do you put words together when you talk?

What you say when you are talking is a **spoken composition**; and when you write down what you say or think, that is a **written composition**. You speak a great many compositions every day.

*Definition.*

**Composition** is the art of expressing our thoughts in appropriate language.

This definition is written on the board and learned by the pupils.

**EXERCISE.**

Now let us see whether it is difficult or easy to write a composition. All take your slates.

Where are you?

*Write down what you have said.*

[Let the pupils be required to give their answers in complete sentences.]

What do you see in the room?

*Write these answers directly after those which you wrote before.*

What do the scholars do?

*Write these answers.*

Why do they learn lessons?

*Write the answers.*

What lessons do they learn?

*Write the answers.*

Why do they learn to read?

*Write the answers.*

Why do they learn geography?

*Write the answers.*

You have now all written compositions on your slates. Has it been hard or easy to do it?

The members of the class are called on to read what they have written. If any of them have incomplete sentences or other errors, these should be corrected.

This lesson may be followed by a similar written exercise on a *book*, a *house*, a *farm*, or any other object.

[A skillful teacher will have no difficulty in rendering composition as attractive as any other exercise in school.]

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### REVIEW.

How many classes of words or parts of speech are there? Give their names.

Are there any words that do not belong to any of these eight classes?

To which class does the word *school* belong? What is a noun? Name several nouns.

To which class do the words *he*, *they*, and *who* belong? What is a pronoun? Give examples of pronouns.

To which class do the words *great* and *all* belong? What is an adjective? Give examples of adjectives.

To which class do the words *talk* and *sit* belong? What is a verb? Name several verbs.

To which class do *gently* and *very* belong? What is an adverb? Give examples of adverbs.

To which class do the words *of* and *by* belong? What is a preposition? Give examples of prepositions.

To which class do *if* and *but* belong? What is a conjunction? Give examples of conjunctions.

To which class does *alas* belong? What is an interjection? Give examples of interjections.

Define composition. What is spoken composition? Written composition?

## ENGLISH GRAMMAR AND COMPOSITION.

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**20. English Grammar** is the science which treats of the structure and use of the English language.

If we wish to know how to use language correctly, we must learn how its different parts are put together, and how it is used by good speakers and writers.

**Composition** is the art of expressing our thoughts in appropriate language.

We first learn to use language by hearing others talk and by talking with them.

If we wish to improve rapidly in learning to speak and write, we must listen attentively to those who employ good language in speaking, and use the best language we can command when we speak ourselves. We must read with care what good authors have written, and have frequent and careful practice in writing our own thoughts.

The study of grammar is also a great help if we apply everything we learn in written exercises of our own; but if we study grammar without such written exercises, it will do us very little good. See § 27.

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### REVIEW.

Define English Grammar. Define Composition. How do we first learn the use of language? Best means of improvement in the use of language.

## ETYMOLOGY.

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**21. Etymology** is that part of grammar which treats of the classification of words, their derivation, and their various properties and modifications.

**Derivation** is that part of etymology which treats of the origin and primary signification of words.

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## PARTS OF SPEECH.

**22.** The words of our language are divided into eight classes, called **parts of speech**.

The parts of speech are the **noun**, the **adjective**, the **pronoun**, the **verb**, the **adverb**, the **preposition**, the **conjunction**, and the **interjection**.

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### REVIEW.

Of what does etymology treat? What are the different classes of words called? Name the parts of speech.

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### THE NOUN.

[See Preparatory Lessons, § 5.]

**23.** A **noun\*** is a word that is used as a **name**:

Chicago, man, wisdom.

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\* **Noun** is derived from the Latin word *nomen*, which signifies a *name*.

This part of speech not only embraces the names of **material** objects, as *horse, tree, carriage*; but it also includes the name of **everything** that we can think of, as *life, hope, thought, honor*.

### PROPER AND COMMON NOUNS.

*Note.*—The study of grammar should always be made a means of intellectual training. Most of the elementary principles of grammar are learned by children as they learn the language. They understand and apply the distinction between proper and common nouns, and the distinctions of gender, number, person, case, mode, tense, etc., long before they recite a lesson in grammar. This previously acquired knowledge may be made an important instrument in enlisting the interest of the pupils and making them, to a great extent, their own instructors, under the general guidance and direction of the teacher.

Every new division of a subject which the pupils learn for the first time should be accompanied by a preparatory exercise, and this exercise should be so shaped as to draw out from the minds of the pupils what they already know, and lead them, as far as possible, to make their own definitions and rules.

24. George, boy.  
Jane, girl.

January, month.  
Philadelphia, city.

*Examine the foregoing words and tell what difference you discover between the two words of each pair.*

*George* is a name given to a particular boy, to distinguish him from other boys; but *boy* is a name that may be applied to George, or John, or Henry, or any other of the whole class of boys. *Philadelphia* is a name given to a particular city, to distinguish it from all other cities; but *city* is a name that may be applied to Philadelphia, or Boston, or London, or Paris, or any other of the whole class of cities.

Names that are applied to particular persons, places, etc., form one class of nouns, called **proper nouns**; and names that are applied to all persons or things of the same kind form another class, called **common nouns**.

Nouns are of two kinds, **proper** and **common**.

A **proper noun** is a name that is used to distinguish one person or thing from all others of the same class :

Charles, London, Ontario, Tuesday, October, the Andes, the Jews,  
Thomas Jefferson.

A **common noun** is a name that may be applied to any person or thing of the same class :

Boy, city, lake, month, mountain, nation.

*Which of the following nouns are proper ? Which common ?*

Coach, Boston, Apennines, wisdom, glass, January, star, people,  
James, England.

*Name other proper nouns ;—common nouns.*

*What is your own proper name ? Mention three or more common names by which you may be called.*

### ***Capital Letters.***

**25.** Proper nouns and titles of honor or distinction should commence with capital letters:

Benjamin Franklin; the city of London; Sir William Herschel;  
Alexander the Great; George the Fourth. See § 115.

### **EXERCISE.**

William	January	Monday
Boston	March	Wednesday
The Andes	July	Thursday
The Missouri	December	Saturday
Easter	spring	grammar
Christmas	summer	arithmetic
Halloween	autumn	geography
Thanksgiving	winter	history

*Write sentences containing words from each of these columns, using capitals when required.*

February, spelling, Frederic the Great, May-day, summer,  
Lord Clive, Friday, Edward the Sixth.

*Write sentences containing the foregoing words and phrases.*

*Write sentences containing proper nouns and titles of honor or distinction.*

**26.** Common nouns include also the particular classes called **verbal** and **collective**.

A **verbal noun** is a form of a verb used as a noun:

"We often gain time by *waiting*." "To *toil* is the common lot of man."

A participle used as a noun is also called a **participial noun**.

A **collective noun** denotes a collection of objects taken together:

Herd, flock, assembly.

*Which of the following nouns are verbal? Which collective?*

Army, crowd, reading, multitude, to read, herd.

*Name three or more verbal nouns;—three or more collective nouns.*

### EXERCISE.

1. "Pekin is the largest city in Asia."
2. "The water in seas and oceans is never still."
3. "The people were of one mind."
4. "The tops of the highest mountains are covered with snow at all seasons of the year."
5. "To err is human."
6. "Jerusalem was destroyed by Titus."
7. "No entertainment is so cheap as reading, nor any pleasure so lasting."—*Lady M. W. Montague*.
8. "The great man is he who, in the midst of the crowd, keeps with perfect sweetness the independence of solitude."—*Emerson*.

*Point out the nouns in the foregoing sentences.*

*Which are proper? Which common? Which of the common nouns are verbal? Which collective?*

*Turn to your readers and point out examples of common nouns;—of proper nouns;—of collective nouns.*

*Write sentences containing common and proper nouns;—containing verbal nouns;—collective nouns. Tell the class to which each noun belongs.*



# COMPOSITION.

[See Composition Exercise XIV, note.]

Lessons in **Composition**, written and oral, are interspersed through the work, to be carried forward as a parallel course, in connection with the lessons in **Grammar**, which are also illustrated by copious written and oral exercises.

## COPIOUSNESS AND ACCURACY.

**27.** **Copiousness and accuracy** are best acquired by noting carefully the exact meaning and correct use of words, as they are employed by good speakers and writers, and by bringing them, as far as practicable, into actual use. No word can be said to be fully mastered till the pupil has illustrated its exact meaning in a sentence of his own.

Pupils should be taught that if they are to acquire a rich and copious vocabulary of words, they must form a fixed purpose that they will never allow a word which they do not understand to pass without learning its meaning from a dictionary or otherwise.

This rule should be applied to all the reading exercises of the school, and the pupils should understand that no reading lesson is properly prepared till they are able to explain and use any word contained in it.

## COMPOSITION EXERCISE I.

### STUDY OF WORDS.

Let the teacher assign a page in a reader to be used as a lesson on words. Let the pupils study it carefully, giving special attention to the meaning and use of all the more difficult and important words. If there are any words they do not understand, let them look out their meaning in a dictionary, and notice also their meaning in the selection.

As a class exercise, let the selection be read sentence by sentence, and let each pupil be called on to give the meaning of an important or difficult word and embody it in a sentence of his own.

Let the pupils point out the nouns and name the class to which each belongs.

Continue the exercise till all the difficult and important words are explained and used by the pupils.

### *Properties.*

**28.** The grammatical properties of nouns are **gender**, **person**, **number**, and **case**.

### **GENDER.**

- 29.** Boy, girl, child, tree.  
Man, woman, person, house.  
Uncle, aunt, friend, carriage.

*What distinction in regard to sex do you discover in each of the foregoing sets of words?*

*Give other examples of nouns denoting males;—denoting females;—of nouns that are applicable to both sexes;—of nouns that denote neither males nor females.*

The distinction which denotes *sex* is called **gender**.

**Gender** is the distinction of nouns and pronouns in regard to sex.

There are four genders; the **masculine**, the **feminine**, the **common**, and the **neuter**.

1. Nouns that denote males are of the **masculine gender**:

Boy, son, king, uncle.

2. Nouns that denote females are of the **feminine gender**:

Woman, daughter, wife, niece, queen.

3. Nouns that are applicable alike to both sexes are of the **common gender** :

Parent, child, friend, scholar.

4. Nouns that denote neither males nor females are of the **neuter gender** :

House, air, knife, health, wind, paper, knowledge.

30. By a figure of speech called **personification**, gender is sometimes attributed to objects without sex. Thus, *the sun, time, death, war*, etc., are usually considered as masculine; and *the earth, a ship, virtue, night*, etc., are generally considered as feminine.

31. The distinction between males and females is expressed in three different ways:

1. By the use of **different words** :

Brother, sister; earl, countess; father, mother; gentleman, lady; husband, wife; king, queen; nephew, niece; son, daughter; uncle, aunt.

2. By a **difference of termination** :

Actor, actress; administrator, administratrix; author, authoress; czar, czarina; duke, duchess; emperor, empress; executor, executrix; hero, heroine; lion, lioness; marquis, marchioness; poet, poetess; prince, princess; testator, testatrix.

3. By **prefixing another word** :

He-goat, she-goat; man-servant, maid-servant.

## EXERCISE.

*Give the gender of each of the following nouns :*

Apple, James, hand, sister, friend, grass, gentleman, wife, mother, boy, carpet.

*Name three nouns in the masculine gender;—three in the feminine;—three in the common;—three in the neuter.*

*Give the corresponding feminines to the following masculine nouns :*

Brother, gentleman, king, son, actor, duke, hero.

*Give the corresponding masculines to the following feminine nouns :*

Wife, aunt, administratrix, czarina, marchioness, princess, maid-servant.

*Open your readers and point out nouns in the masculine gender;—in the feminine;—in the common;—in the neuter.*

*Write sentences containing nouns in each of the four genders.*

### PERSON.

32. "I, John, wrote the letter."  
 "James, bring me the letter."  
 "William saw the letter."

*Examine these three sentences, and tell what differences you discover in the relations of the nouns John, James, and William.*

*Which represents the speaker? Which the person spoken to? Which the person or thing spoken of?*

*Give other examples of nouns that represent the speaker;—the person addressed;—the person or thing spoken of.*

The distinction which marks these different relations is called **person**.

**Person** is that property of a noun or pronoun which distinguishes the speaker, the person or thing addressed, and the person or thing spoken of.

Nouns have three persons; the **first**, the **second**, and the **third**.

The **first person** denotes the person speaking :

"I, the *subscriber*, give this testimony."

The **second person** denotes the person or thing spoken to :

"*Henry*, will you assist me?" "Come, gentle *spring*."

The **third person** denotes the person or thing spoken of :

"The *farmer* sows his *seed*." "*Dependence* and *obedience* belong to *youth*."

## EXERCISE.

1. "These are thy glorious works, parent of good!"—*Milton*.
2. "We, the people of these colonies."
3. "Haste makes waste."
4. "I, Samuel Johnson, hereby agree to surrender all my claims."
5. "There are more things in heaven and earth, Horatio,  
Than are dreamt of in your philosophy."—*Shakspeare*.

*Which of the nouns in the foregoing examples are in the first person? In the second? In the third?*

*Take any of your books and point out nouns in the first person;—in the second;—in the third.*

*Write sentences containing one or more nouns in the first person;—one or more in the second;—three or more in the third.*

## NUMBER.

**33.** Tree, trees; child, children; life, lives; box, boxes.

*Examine the foregoing examples and tell what difference you discover between the two words of each pair.*

*Which of them denote single objects? Which denote more objects than one?*

*Name other words that denote single objects;—words that denote more objects than one.*

This distinction is called **number**.

**Number** is the distinction of one from more than one.

Nouns have two numbers; the **singular** and the **plural**.

The **singular number** denotes but one:

Day, book, window.

The **plural number** denotes more than one:

Days, books, windows.

**34.** The plural of nouns is generally formed by adding *s* or *es* to the singular :

Pen, pens; month, months; church, churches.

In forming the plural of *pen* we add *s*, and say *pens*. But if we attempt to form the plural of *church* by adding *s*, we make the word *churchs*, which cannot be pronounced without difficulty, because the sound of *s* will not unite with the sound of *ch*. Hence,

Words ending in a sound that will unite with the sound of *s*, form the plural by adding *s* only :

Herd, herds; tree, trees.

Words ending in a sound that will not unite with the sound of *s*, form the plural by adding *es*:

Fox, foxes; lash, lashes.

**35.** Some nouns form the plural irregularly :

Man, men; child, children; mouse, mice; tooth, teeth; foot, feet; goose, geese; cargo, cargoes; hero, heroes; loaf, loaves; knife, knives; lady, ladies.

Some nouns are used only in the plural:

Ashes, dregs, embers, goods, manners.

Some nouns are used only in the singular:

Gold, silver, wheat, pride, wisdom.

Some nouns have the same form in both numbers:

Deer, sheep, series, bellows.

*Give the plural of the following nouns:*

Table, bird, hero, prize, child, memento, sheep, loaf, lash, tooth, lecture, success, speech.

*Name nouns that are used only in the plural;—that are used only in the singular;—that have the same form in both numbers.*

**36.** Many nouns adopted from foreign languages retain their original plurals:

Axis, axes; beau, beaux; basis, bases; crisis, crises; ellipsis, ellipses; erratum, errata; focus, foci; genus, genera; nebula, nebulae; oasis, oases; radius, radii; stratum, strata; vortex, vortices; phenomenon, phenomena.

*Give the plural of the following nouns:*

Basis, ellipsis, oasis, phenomenon.

**37.** When a proper name and a title are taken together as one compound noun, good writers most frequently annex the plural termination to the title only:

The *Misses* Smith.

In ordinary conversation the plural termination is most frequently added to the name and not to the title:

The Miss *Smiths*.

### EXERCISE.

*Give the number of each of the following nouns:*

House, manners, crisis, uncle, taxes, knives, pride, feet, pleasure, ashes, gold, embers, strata.

*Give the plural of the following nouns:*

Carriage, foot, brother, radius, deer, lady, fox, garden, ellipsis.

*Open your readers and point out five or more nouns in the singular number;—five or more in the plural;—five or more nouns that form the plural by adding s;—five or more that form the plural by adding es;—five or more that form the plural irregularly.*

*Write sentences containing plural nouns that end in es;—plural nouns that end in ies;—nouns that have the same form in both numbers;—that are used only in the singular;—that are used only in the plural.*

### COMPOSITION.

#### DIRECTIONS FOR WRITTEN COMPOSITION.

- 38.** 1. Let the writing be in a plain, neat hand.
2. Write the subject or title in a bold, heavy hand, two lines above the composition, and commence each important word with a capital.
3. Commence the lines so as to leave a margin of about half an inch at the left hand of each page.

4. Divide your composition into paragraphs. See § 277. When you have finished the first complete thought, or division of the subject, commence the next with a new paragraph, and so on. Commence the first line of each paragraph half an inch farther from the edge than the other lines.

5. Take special care to have all words spelled correctly. Every pupil should have a dictionary constantly at hand to settle any questions of doubt that may arise.

6. Correct punctuation and the correct use of capital letters should be regarded as an essential part of every exercise in composition.

7. If you wish to distinguish particular words or phrases, for the sake of emphasis or for any other reason, it can be done by underlining them; but this distinction is generally marked by the sense, and underlining should in most cases be avoided.

## COMPOSITION EXERCISE II.

### A GARDEN.

*Write ten or more lines on a garden,—its situation; inclosure; uses; how made; care required; what cultivated in it; different kinds of flowers; foliage; climbing vines; walks; borders; vegetable gardens. Use as many of these topics as you wish, or any others that you can think of.*

Let the pupils review their work; apply the Directions for Composition; and, as far as practicable, correct their own errors before coming to the class. Erroneous and inelegant expressions, which escape the pupil's notice while writing, become evident when the composition is carefully read afterward; and many improvements may be made, especially in the choice and arrangement of words, by the writer's becoming his own critic.

It will often be found desirable to save time by having the pupils pass their papers in the class and correct each other's work.

It is important that the papers should come at last under the eye of the teacher, as far as time permits. The errors that occur most frequently should be made the subject of special remark in the class. The best forms and modes of expression should be pointed out and commended; and words badly chosen or badly arranged should be pointed out and better forms of expression substituted for them.

Let the pupils give the number of each of the nouns in their compositions.



## CASE.

39. John's book. John saw James. James saw John. The boy's hat. The boy ran. He called the boy.

*Examine these sentences and tell what changes you observe in the form or relation of the words John and boy. Which forms denote possession? In which example is John used as the subject of the verb? In which is John used as the object of the verb? In which is boy used as the subject of the verb? In which is boy used as the object of the verb?*

These different relations of nouns are called **cases**.

*Case* is the relation of nouns and pronouns to other words.

Nouns have four cases; the **nominative**, the **possessive**, the **objective**, and the **independent**.\*

40. The **nominative case** denotes the subject of a finite verb:

"*Birds fly.*" "*Life is short.*" *Birds* is here the subject of the verb *fly*, and *Life* the subject of the verb *is*. See § 174.

41. The **possessive case** denotes *ownership* or *possession*:

"*John's book.*" "*The sun's rays.*"

A noun or pronoun in the possessive case always sustains the relation of an adjective to the following noun.

42. The possessive singular of nouns is generally formed by adding an apostrophe with the letter *s* to the nominative:†

Nom. *man*; poss. *man's*.

\* Several of the later British grammarians recognize a *dative case* in English, denoting the *indirect object*; as, "He told *them* the truth." "I wrote *him* a letter." "Give *me* the book."

† The sign *'s* is a contraction of the Saxon termination *es*. Thus *man's*, *king's*, were formerly written *manes*, *kinges*.

The possessive of singular nouns ending in the sound of *s* or *z*, is sometimes formed by adding only the apostrophe:

"*Moses'* disciples." "For *conscience'* sake."

Plural nouns ending in *s*, form the possessive by adding an apostrophe only:

Nom. *fathers*; poss. *fathers'*.

Plural nouns that do not end in *s*, form the possessive by adding both the apostrophe and *s*:

Nom. *men*; poss. *men's*.

*Write the possessive forms of the following nouns:*

Boy, day, book, brothers, children.

Possession is often expressed by the use of the preposition *of*, with an objective case. Thus, for "*Man's* wisdom," we say "The wisdom of *man*."

**43.** The **objective case** denotes the object of a transitive verb, or of a preposition:

"The sun warms the *earth*." "The roof of the *house*." *Earth* is the object of the transitive verb *warms*, and *house* is the object of the preposition *of*. See §§ 208, 230.

**44.** The **independent case** denotes that the noun or pronoun is used *absolutely*, having no dependence on any other word:

"There is no terror, *Cassius*, in your threat." "The *treaty* being concluded, the council was dissolved." "Webster's *Dictionary*."  
"*Liberty! Freedom! Tyranny is dead!*"

"*My friends*, do they now and then send  
A wish or a thought after me?"—*Cowper*.

The nominative, objective, and independent cases of nouns are the same in form, being distinguished only by their relation to other words.

## DECLENSION.

45. To decline a noun is to express its cases and numbers.

	<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	Father	fathers	Man	men
<i>Poss.</i>	Father's	fathers'	Man's	men's
<i>Obj.</i>	Father	fathers	Man	men
<i>Ind.</i>	Father	fathers	Man	men

## EXERCISE.

1. "The city of Carthage was founded by Dido."
  2. "The elephant is the largest of quadrupeds."
  3. "A wise man's anger is of short continuance."
  4. "Irving's works."
  5. "Now, night descending, the proud scene was o'er."
  6. "Alas! poor Yorick! I knew him, Horatio;  
A fellow of infinite jest, of most excellent fancy."
- Shakspeare.

*Point out the nouns in the foregoing sentences and phrases and give the case of each.*

*Take your readers and point out nouns in the nominative case;—in the possessive;—in the objective;—in the independent.*

*Write sentences containing three or more nouns in the nominative case;—three or more in the possessive;—three or more in the objective;—two or more in the independent. Point out the nouns of each case.*

## COMPOSITION EXERCISE III.

## STUDY OF WORDS.

Many words have several distinct meanings and uses, and each of these meanings must be carefully noted and correctly applied. Thus we have *cleave*, to adhere closely, and *cleave*, to split; *rest*, repose, and *rest*, remainder.

Mail, plate, mortal, pale, kind, will.

*Write definitions explaining the different meanings of each of these words, and write sentences illustrating each of their meanings and uses.*

**REVIEW.**

What is a noun? Examples. A proper noun? Examples. A common noun? Examples. A verbal noun? Examples. A collective noun? Examples.

What nouns commence with capitals?

What properties belong to nouns? Define gender. What are the different genders? Define each and give examples.

In what different ways is the distinction between males and females expressed?

Define Person. What persons have nouns? Define each and give examples.

Define Number. What numbers have nouns? Define each and give examples.

How is the plural of nouns generally formed?

Define Case. What cases have nouns? Define each and give examples. How is the possessive singular of nouns generally formed? Examples. How do plural nouns ending in *s* form the possessive? Examples. Plural nouns that do not end in *s*? Examples. Define and illustrate Declension.

What directions should be observed in writing compositions?

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**COMPOSITION EXERCISE IV.****CONVERSATION.**

The **art of conversation** is essential to every one; and the ability to converse well is an attainment of the highest value.

**A BOOK.**

Let the pupils prepare themselves for a conversation on this subject.

*Things to talk about.*—Principal parts of which a book is composed; different kinds of binding, and the materials of which covers are made; peculiarity of Russia leather; leaves and covers, how fastened; glue, paste, and other adhesive substances; lettering of back and sides; gold-leaf; printer; bookbinder; printers' ink; different kinds of books, terms *folio*, *quarto*, etc.; author, compiler, editor; publisher; bookseller; copyright; editions;

title-page; frontispiece; preface; dedication; table of contents; index; running title; margin; signatures at the bottom of the pages; paragraphs; uses of books; books most read; pupils' favorite books; invention of printing; books before printing was invented; privilege of meeting great and good men in their books; libraries; selection of books, etc.

*Note.*—A copious list of topics is here given for this first exercise in conversation, from which selections will be made as inclination or circumstances may lead. In future exercises of this kind it will generally be better to assign only the subject in advance, and leave the various divisions and topics under it to be brought out in the class.

Let the pupils understand that in every conversational exercise they are to employ the best language possible.

## THE PRONOUN.

[See Preparatory Lessons, § 11.]

**46.** A pronoun\* is a word that is used instead of a noun:

"When Cæsar had conquered Gaul, *he* turned *his* arms against *his* country."

The word which is represented by a pronoun is called its *antecedent*.

**47.** Pronouns, like nouns, have gender, person, number, and case.

**8.** Pronouns are divided into three classes;—*personal, relative, and interrogative*.

## PERSONAL PRONOUNS.

*Of what person is the pronoun we? Is it always of the first person?*

*Of what person is he? Is this always of the third person?*

*Of what person is I? Is I always of the first person?*

*When we say "I who speak," of what person is who? Of what person is who in "You who speak?" Of what person in "He who speaks?"*

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\* The word *pronoun* is derived from two Latin words, *pro* and *nomen*, which signify *for a name*.

*Is who always of the same person? Is which always of the same person?*

*Of the pronouns he, we, who, it, which, me, which are always of the same person, and which are not?*

Pronouns that are always of the same person are called personal pronouns.

**49.** A personal pronoun is a pronoun that shows its person by its form.

The personal pronouns are **I**, **thou** or **you**, **he**, **she**, and **it**, with their plurals, **we**, **ye** or **you**, and **they**. **I** is of the first person; **thou** or **you** is of the second; and **he**, **she**, and **it** are of the third.

The pronoun **I** should be a capital.

## DECLENSION OF PERSONAL PRONOUNS.

### 50. FIRST PERSON.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	<b>I</b>	<b>we</b>
<i>Poss.</i>	<b>My</b> or <b>mine</b>	<b>our</b>
<i>Obj.</i>	<b>Me</b>	<b>us</b>
<i>Ind.</i>	<b>Me</b> or <b>I</b>	<b>we</b>

### SECOND PERSON.—SOLEMN STYLE.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	<b>Thou</b>	<b>ye</b> or <b>you</b>
<i>Poss.</i>	<b>Thy</b> or <b>thine</b>	<b>your</b>
<i>Obj.</i>	<b>Thee</b>	<b>you</b>
<i>Ind.</i>	<b>Thou</b>	<b>ye</b> or <b>you</b>

The pronoun **thou** is employed in addressing the Deity, in the sacred Scriptures, and in poetry. It also occurs in other solemn or impassioned writings, and it is still used in common discourse by the Society of Friends.

### SECOND PERSON.—COMMON STYLE.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	<b>You</b>	<b>you</b>
<i>Poss.</i>	<b>Your</b>	<b>your</b>
<i>Obj.</i>	<b>You</b>	<b>you</b>
<i>Ind.</i>	<b>You</b>	<b>you</b>

The word **you** was originally plural in signification; but it is now universally employed to represent either a singular or a plural noun.

## THIRD PERSON.

	Masculine.			Feminine.			Neuter.	
	<i>Singular.</i>	<i>Plural.</i>		<i>Singular.</i>	<i>Plural.</i>		<i>Singular.</i>	<i>Plural.</i>
<i>Nom.</i>	He	they		She	they		It	they
<i>Poss.</i>	His	their		Her	their		Its	their
<i>Obj.</i>	Him	them		Her	them		It	them
<i>Ind.</i>	He	they		She	they		It	they

*Give the person, number, and case of each of the following pronouns :*

We, he, she, they, it, his, them, me, thee, thou, their, us.

*What personal pronoun is in the third person singular, masculine gender, and possessive case? In the second person singular, solemn style, and objective case? In the second person plural, nominative case? In the first person plural, objective case? In the first person singular, possessive case? In the second person plural, nominative case? In the third person singular, neuter gender, possessive case? In the second person singular, common style, nominative case? In the third person singular, feminine gender, nominative case? In the first person plural, possessive case?*

*Give the person, number, and case of him ;— me ;— its ;— she ;— them ;— us ;— we ;— my ;— thee.*

**51.** Mine, thine, his, hers, ours, yours, and theirs are possessive pronouns, used in construction either as nominatives or objectives:

“Your pleasures are past, *mine* are to come.” Here the word *mine*, which is used as a substitute for *my pleasures*, is the subject of the verb *are*.

*Form sentences containing three possessive pronouns used as nominatives ;— three used as objectives.*

**52.** The words **myself, thyself, yourself, himself, herself, and itself**, with their plurals, **ourselves, yourselves, and themselves**, are called compound personal pronouns.

Compound personal pronouns are frequently joined to nouns and simple pronouns to express emphasis:

"You *yourselves* are the contrivers of your own ruin." "The mountains *themselves* decay with years."

They are also used when the subject and the object of the verb both represent the same person or thing:

"I blame *myself*," not "I blame *me*." *I* and *myself* here denote the same person, and we use the compound pronoun.

*Form sentences containing compound personal pronouns used for emphasis;—used when the subject and object both represent the same person or thing.*

### EXERCISE.

1. "Theirs is the chance."
2. "He loves no other land so much as that of his adoption."
3. "Old Hundred, they say, was constructed out of fragments as old as music itself."
4. "I love to lose myself in other men's minds."—*Lamb*.
5. "It is not known how the Egyptians embalmed their dead."
6. "Wouldst thou subject all things to thyself, subject thyself to reason."
7. "If you snap the golden threads of thought, they will float away on the air like the film of the gossamer, and I shall never be able to recover them."—*Longfellow*.
8. "To bear is to conquer our fate."—*Campbell*.

*Point out the personal pronouns in the foregoing sentences, with their antecedents.*

*Give the person, number, gender, and case of each.*

*Which are possessive pronouns? How used?*

*Which are compound personal pronouns? How used?*

*Take your readers and point out personal pronouns in each of the different persons, numbers, genders, and cases.*

*Write sentences containing personal pronouns in each of the different persons, numbers, genders, and cases;—sentences containing possessive pronouns used as nominatives and objectives;—sentences containing compound personal pronouns used for emphasis;—sentences containing compound personal pronouns when the subject and object both represent the same person or thing.*



## COMPOSITION EXERCISE V.

## STUDY OF WORDS.

Grave, register, lay, carriage, order, bank.

*Write definitions explaining the different meanings of each of these words; and write sentences illustrating their meanings and uses.*

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## RELATIVE PRONOUNS.

**53.** A **relative pronoun** is a pronoun that represents an antecedent word or phrase, and connects different clauses of a sentence :

"We honor the men *who* make sacrifices for the benefit of others."

The **connective office** of a relative pronoun should be carefully observed. Thus, in the sentence "We honor the men who make sacrifices for the benefit of others," the relative pronoun *who* is the subject of the verb *make* in one of the clauses ; and it relates to *men*, which is the object of the verb *honor* in the other clause. A relative pronoun always relates to some word out of the clause in which it stands, and thus joins the two clauses together.

**54.** The words used as relative pronouns are **who**, **which**, **that**, and **what**.

**Who** is applied to persons, and **which** to irrational animals and things without life:

"The man *who* is accustomed to reflect finds instruction in everything." "I have found the book *which* was lost."

*That* is often used in place of either *who* or *which*:

"This is the same man *that* I saw." "I have destroyed the letter *that* was sent me."

**55. Who, which, and that** are thus declined:

	<i>Sing. and Plu.</i>	<i>Sing. and Plu.</i>	<i>Sing. and Plu.</i>
<i>Nom.</i>	Who	Which	That
<i>Poss.</i>	Whose	Whose	Whose
<i>Obj.</i>	Whom	Which	That
<i>Ind.</i>	Who	Which	—

*Form sentences containing three relative pronouns. Designate the relatives and point out their antecedents.*

**56.** The word **what** is often used as a compound relative pronoun, equivalent in signification to *that which* or *those which*:

"One man admires *what* [*that which*] displeases another."

*What* is here used to represent both the **antecedent** and the **relative**. As antecedent, it is the object of the verb *admires*; and as relative it is the subject of *displeases*.

*Form sentences containing compound relative pronouns.*

**57. What** sometimes performs at once the office of an adjective and a pronoun:

"*What* time remained was well employed."

As an adjective, *what* here qualifies *time*; as a pronoun it is the subject of the verb *remained*.

**58. Whoever, whichever, whatever, and whosoever, whichever, whatsoever,** are also used as compound pronouns, and parsed in the same manner as the compound **what**. Thus, in the sentence "Whoever disregards the laws of his being must suffer the penalty," *whoever* is the subject of the two verbs, *disregards* and *must suffer*.

**59. Which, what, and that** are sometimes used as adjectives:

"For *which* reason?" "What tongue can tell?"

## INTERROGATIVE PRONOUNS.

**60.** An **interrogative pronoun** is a pronoun that is used in asking a question:

"Who is this?" "What can he do?"

The words used as interrogative pronouns are *who*, *which*, and *what*.

*Form sentences containing three interrogative pronouns.*

### EXERCISE.

1. "He who promises runs in debt."
2. "There is a secret pride in every human heart that revolts at tyranny."—*Hazlitt*.
3. "Among the mutilated poets of antiquity there is none whose fragments are so beautiful as those of Sappho."—*Addison*.
4. "Who first sailed around the world?"
5. "It is the man who determines the dignity of the occupation; not the occupation which measures the dignity of the man."—*Channing*.
6. "Who was Louis XIV, and what was his character?"
7. "A pronoun is sometimes followed by the noun to which it refers."
8. "Weigh not so much what men say as what they prove."—*Sir Philip Sidney*.

*Point out the relative pronouns in the foregoing sentences, and their antecedents.*

*Point out the compound relative pronouns;—the interrogative pronouns.*

*Open your readers and point out relative pronouns, and tell what words they represent. Point out interrogative pronouns.*

*Write sentences containing relative pronouns in the nominative, possessive, and objective cases;—containing what used as a compound relative pronoun;—containing interrogative pronouns.*

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### REVIEW.

Define a Pronoun. Examples. What is the antecedent of a pronoun? What properties have pronouns that correspond with the properties of nouns? Into what classes are pronouns divided?

Define a Personal Pronoun. Illustrate this definition. Name the personal pronouns, and give the person of each. What form of letter should be used for the pronoun *I*? Decline the pronoun *I*. Decline

*thou*. When is *thou* employed? Decline *you*. What was the original use of *you*? Decline *he*; *she*; *it*. What of the pronouns *mine*, *thine*, etc.? Illustrate their use. Which are the compound personal pronouns? Illustrate their use.

Define a Relative Pronoun. Examples. Illustrate the connective office of relatives. What words are used as relative pronouns? What are the applications of *who* and *which*? Examples. What is the use of *that*? Examples. Decline *who*; *which*; *that*. Double offices of *what*. Examples of each.

Define an Interrogative Pronoun. Which are the interrogatives?

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## COMPOSITION EXERCISE VI.

### CONVERSATION.

Let *Objects Seen on the Way to School* be assigned as the subject for a lesson in conversation.

Let one of the pupils introduce the conversation by speaking of any object or incident that attracted his attention, and let others follow with remarks on the same subject, or remarks suggested by it. Continue the conversation by a general interchange of views, inquiries, etc., passing in an easy and familiar manner from one subject to another; and all the members of the class should understand that they are expected to take part in the exercise.

*Note.*—The teacher should join occasionally in the conversation, and call out pupils that lack confidence in themselves by question or otherwise. If any of the pupils incline to occupy more than their share of the time, they should be kindly checked. The teacher and the pupils should share in the responsibility of making the exercise both animated and interesting. At the close of the exercise the teacher should call attention to any points of special excellence or imperfection in the conversation. When special defects are to be pointed out, the teacher should, as far as practicable, avoid personal censure. If pupils put forth their best efforts, they are to be commended and encouraged, even though their first attempts are not very successful; but carelessness and lack of effort are not to be indulged.

## THE ADJECTIVE.

[See Preparatory Lessons, §§ 12, 13.]

**61.** An **adjective\*** is a word that is used to qualify or limit the meaning of a noun or pronoun:

*Ripe* fruit; *ten* days; *all* men. "They are *industrious*."

**62.** Adjectives are divided into two general classes; **qualifying** and **limiting**.

A **qualifying adjective** is one that expresses some quality or property of the noun or pronoun to which it belongs:

*A dutiful* child; *a faithful* friend; *large* trees.

A **limiting adjective** is one that defines or limits the meaning of the noun or pronoun to which it belongs:

*Three* days; *these* books; *the* lesson; *all* men.

## ARTICLES.

**63.** The limiting adjectives **a** or **an** and **the** are called *articles*.

**A** or **an†** is called the **indefinite article**, because it does not indicate any particular person or thing:

*A* book.

**A** is used before words beginning with a **consonant sound**:

*A* tree, *a* house, *a* union, *a* youth, *a* world.

**An** is used before words beginning with a **vowel sound**:

*An* eagle, *an* hour, *an* outline.

\* The word *adjective* is derived from the Latin word *adjectus*, which signifies *added to*.

† **A** or **an** is the Saxon word *an* or *ane*, signifying *one*.

**The** is called the **definite article**, because it indicates some particular person or thing:

*The book.*

*Which of the adjectives in the following phrases are qualifying?  
Which limiting?*

*Which are articles?*

Tall trees; red apples; those hours; twenty years; the stars; great occasions; this time; another day; beautiful scenery; an occasion of joy.

*Name five or more qualifying adjectives;—five or more limiting.*

**64.** Adjectives are also divided into several other classes, of which the following are the most important.

1. A **proper adjective** is one that is derived from a proper name:

*American, Ciceronian.*

Proper adjectives should commence with capital letters:

*The Elizabethan age; the German language; a Grecian sculptor.*  
See § 115.

2. A **numeral adjective** is one that is used to express number:

*One, two, three; first, second, third.*

*One, two, three, etc.,* are also denominated **cardinal adjectives**; and *first, second, third, etc.,* **ordinal adjectives**.

3. A **pronominal adjective** is a word that partakes of the nature of the pronoun and the adjective:

*This, these, another.*

When a pronominal adjective is used to limit a noun expressed, it is parsed as an adjective; but when it is employed to represent a noun understood, it is parsed as a pronoun. Thus, in the sentence "Some cried *one* thing and some another," *one* is parsed as an adjective; but in the sentence "Every one has his peculiar trials," the word *one* represents a noun understood, and is parsed as a pronoun." See § 169.

The principal pronominal adjectives are *each, either, neither, this, that, these, those, all, any, one, other, another, none, some, such, same, both, several, few, much, many*.

4. A **verbal adjective** is a participle that is used as an adjective:

*The rising sun.*

*Rising* is a participle, from the verb *to rise*; but it is here used as an adjective, qualifying *sun*.

**Verbal adjectives** are also called *participial adjectives*.

*Which of the following adjectives commence with capital letters? Why?*

*Which are numeral adjectives? Which pronominal? Which verbal?*

French, five, Spanish, boiling water, tenth, the, worthy, other, Alpine, these, heated iron, German, any, all, great, many, twenty-nine, English.

*Name five or more proper adjectives;—five or more numeral adjectives;—five or more pronominal adjectives;—five or more verbal adjectives.*

*With what form of letters do proper adjectives commence?*

## EXERCISE.

1. "A few tattered huts stand among shapeless masses of masonry where glorious Carthage stood."

2. "The English language has undergone many changes since the time of Shakspeare."

3. "Heated air rises."

4. "Numbers are expressed by ten Arabic characters."

5. "A room hung with pictures is a room hung with thoughts."  
—*Sir Joshua Reynolds*.

6. "Many can bear adversity, but few contempt."

7. "The Saxons came into England about the middle of the fifth century."

8. "There is no substitute for thorough-going, ardent, and sincere earnestness."—*Dickens*.

9. "The lowing herd winds slowly o'er the lea."—*Gray*.

*Point out the adjectives in the foregoing sentences, and the nouns and*

*pronouns to which they belong. Which of them are qualifying? Which limiting?*

*Which are definite articles? Which indefinite?*

*Which are proper adjectives? Which numeral? Which are pronominal adjectives used as adjectives? Which pronominal adjectives used as pronouns? Which are verbal adjectives?*

*Open your readers and point out examples of qualifying adjectives;—of limiting adjectives;—of indefinite articles;—definite articles;—of proper adjectives;—numeral;—pronominal;—verbal.*

*Write sentences containing qualifying adjectives;—limiting adjectives;—containing proper adjectives;—numeral;—containing pronominal adjectives used as adjectives;—used as pronouns;—containing verbal adjectives;—containing indefinite articles;—definite articles.*

## COMPARISON.

**65.** Large, larger, largest; high, higher, highest; lofty, loftier, loftiest; bad, worse, worst.

*What changes do you find in each of the foregoing adjectives? What differences of meaning are expressed by the different forms of each?*

*Name other qualifying adjectives, and give the different forms by which they express different degrees of quality.*

The variation of adjectives to express degrees of quality is called **comparison**.

The **comparison** of adjectives is the variation by which they express different degrees of quality.

There are three degrees of comparison; the **positive**, the **comparative**, and the **superlative**.

The **positive degree** expresses the simple state of the quality:

Wise, good, active.

The **comparative degree** denotes that one object possesses a higher or lower degree of the quality than another with which it is compared:

Better, wiser, less wise, more active, less active.



The **superlative degree** denotes that one of several objects possesses the highest or lowest degree of the quality :

Best, wisest, most active, least active.

**66.** Adjectives of one syllable generally form the comparative by adding *r* or *er* to the positive; and the superlative by adding *st* or *est* :

Wise, wiser, wisest; great, greater, greatest.

Adjectives of more than one syllable are generally compared by prefixing *more* and *most* to the positive :

Generous, more generous, most generous.

**Diminution** of quality is expressed by *less* and *least*, whether the adjective is of one syllable or more than one :

Bold, less bold, least bold; worthy, less worthy, least worthy.

**Dissyllables** ending in *y*, *ble*, and *ow*, are often compared like monosyllables, by *er* and *est* :

Happy, happier, happiest; able, abler, ablest; narrow, narrower, narrowest.

**67.** Some adjectives are compared irregularly :

Good, better, best; bad, worse, worst.

Some adjectives do not admit of comparison :

Square, first, all, infinite.

*Which of the following adjectives are in the positive degree? Compare them. Which in the comparative? Compare them. Which in the superlative? Compare them.*

Strong, smaller, poor, highest, more studious, lowest, shorter, sincere.

*Name five adjectives in the positive degree;—five in the comparative;—five in the superlative.*

Adjectives are sometimes used to perform the office of nouns; as, "Providence rewards the *good*"; and nouns to perform the office of adjectives; as, an *iron* fence; *meadow* ground.

## EXERCISE.

1. "The greatest pleasure I know is to do a good action by stealth, and to have it found out by accident."—*Lamb*.

2. "Our sight is the most perfect and most delightful of all our senses."—*Addison*.

3. "The shortest days are in December."

4. "He only is advancing in life whose heart is getting softer, whose blood warmer, whose brain quicker, whose spirit is entering into living peace."—*Ruskin*.

5. "That man is the happiest who has the fewest wants."

6. "We venture to say that no poet has ever had to struggle with more unfavorable circumstances than Milton."—*Macaulay*.

7. "From the lowest depth there is a path to the loftiest height."—*Carlyle*.

8. "I was never less alone than when by myself."—*Gibbon*.

9. "A simple, guileless, childlike man,  
Content to live where life began."—*Whittier*.

*Point out the adjectives in the foregoing sentences.*

*Which of those that admit of comparison are in the positive degree? Compare them.*

*Which in the comparative? Compare them.*

*Which in the superlative? Compare them.*

*Open your readers and point out adjectives in each of the three degrees of comparison. Compare them.*

*Write sentences containing adjectives in each of the three degrees of comparison. Give the degree of each.*

## COMPOSITION EXERCISE VII.

## STUDY OF WORDS.

Brave, daring;

Cautious, prudent;

Droll, ludicrous, ridiculous;

In, at;

hope, expectation;

eager, earnest;

custom, habit;

calm, serene, placid.

*Write sentences containing all of the foregoing words and illustrate their exact meanings and uses.*

## REVIEW.

Define an Adjective. Examples. What are the two general classes of adjectives? Define each and give examples. Into what other classes are adjectives divided? Define each and give examples. With what form of letter should a proper adjective commence? When is a pronominal adjective parsed as an adjective, and when as a pronoun? Illustrate. Name five or more of the principal pronominal adjectives.

What words are called articles? Which is called the indefinite article, and why? When is *a* used. Examples. When is *an* used? Examples. Which is called the definite article, and why?

What is the comparison of adjectives? Name the different degrees. Define each and give examples. How are adjectives of one syllable generally compared? Examples. Adjectives of more than one syllable? Examples. How is diminution of a quality expressed? Examples. Give examples of adjectives compared irregularly. Compare them.

## COMPOSITION EXERCISE VIII.

## CONVERSATION.

When the class is called, let the teacher announce a subject with which the pupils are already familiar.

Let this be made the subject of a special conversation, as in Composition Exercise VI.

The pupils should understand that as they have no previous preparation for this exercise they must put forth extra effort to render it interesting and profitable.

## THE VERB.

[See Preparatory Lessons, § 14.]

68. A **verb**\* is a word that expresses an assertion or affirmation:

*I am; I teach; I am taught.*

Verbs are also used to **command**, **exhort**, **entreat**, or **permit**; as, "*Be silent*," "*Strive to improve*," "*Spare me*," "*Go in peace*";

\* The word **verb** is derived from the Latin *verbum*, which signifies a *word*. This part of speech is so called because the verb is the principal *word* in a sentence.

or to **ask a question**; as, "*Is it right?*" or to express an action or state in a **general and abstract sense**; as, *doing*; to *obey*.

Two or more words often unite to form one **compound verb**:

*I have seen*; *I have been seen*.

### TRANSITIVE AND INTRANSITIVE.

**69.** "Leaves fall"; "Money makes friends."

"Corn grows"; "They finished their work."

"Spring comes"; "Spring brings flowers."

*Examine the foregoing sentences and tell what differences you discover between the two verbs of each pair.*

*Which of the verbs are followed by nouns that are governed by them? Which are not?*

*Give other examples of verbs that require nouns or pronouns after them to complete the sense;—of verbs that do not require nouns or pronouns after them to complete the sense.*

These two kinds of verbs are called **transitive** and **intransitive**.

Verbs are divided into two general classes; **transitive** and **intransitive**.

A **transitive verb** is one that requires the addition of an object to complete the sense:

"The farmer *sows* his *seed*." The transitive verb *sows* requires the object *seed* to complete the sense.

An **intransitive verb** is one that does not require the addition of an object to complete the sense:

"He *is*." "The horse *runs*."

Verbs are also divided, according to their form, into **regular** and **irregular**. See § 86.

*Form sentences containing the following verbs, and tell which verbs are transitive. Name the subject of each verb. Name the object of each transitive verb.*

Sails, will talk, give, forsook, bring, fled.

*Properties.*

**70.** The grammatical properties of verbs are **voice, mode, tense, number, and person.**

**VOICE.**

**71.** "We assist our friends"; "We are assisted by our friends."

"William conquered Harold"; "Harold was conquered by William."

"The tree was struck by lightning"; "Virtue ennobles the mind."

"The sun warms the earth"; "The room was adorned with paintings"; "The task is accomplished."

*In which of the foregoing sentences does the subject of the verb act upon some object? In which of them is the subject acted upon?*

*Give other sentences in which the subject of the verb acts upon some object, and others in which the subject of the verb is acted upon.*

This distinction is called **voice**.

**Voice** is that property of a transitive verb which shows whether the subject acts or is acted upon.

Transitive verbs have two voices;—the **active** and the **passive**.

The **active voice** represents the subject of the verb as acting upon some object.

The **passive voice** represents the subject of the verb as being acted upon.

In the sentence "Cæsar conquered Pompey," the verb *conquered* represents the subject *Cæsar* as acting upon the object *Pompey*. The verb *conquered* is therefore in the *active voice*. But in the expression "Pompey was conquered by Cæsar," the verb *was conquered* represents the subject *Pompey* as being acted upon. The verb *was conquered* is therefore in the *passive voice*.

**72.** A verb in the passive voice is composed of the perfect

participle of a transitive verb and one of the forms of the verb *to be*:

Are seen, were seen, was seen, am seen, to be seen. *Seen* is the perfect participle of the transitive verb *to see*; and *are*, *were*, *was*, etc., are modifications of the verb *to be*.

*Which of the following verbs are transitive? Which intransitive?*

*Which of the transitive verbs are in the active voice? Which in the passive?*

Is lost, write, is, was found, are taught, sought, will go.

*Form sentences containing transitive verbs in the active and passive voices.*

### EXERCISE.

1. "Here sleep the brave."

2. "When anger rises, think of the consequences."

3. "Every day furnishes new facts, and thus brings theory nearer and nearer to perfection."—*Macaulay*.

4. "Little minds are tamed and subdued by misfortune; but great minds rise above it."—*Washington Irving*.

5. "The foundation of knowledge must be laid by reading."—*Johnson*.

6. "Prolong'd endurance tames the bold."—*Byron*.

*Point out the verbs in the foregoing sentences. Which of them are transitive? Which intransitive?*

*Which of the transitive verbs are in the active voice? Which in the passive?*

*Name the subject of each verb. Name the object of each transitive verb.*

*Open your readers and point out examples of transitive verbs in the active voice;—in the passive voice;—examples of intransitive verbs.*

*Write sentences containing three or more transitive verbs in the active voice, and sentences containing the same verbs used in the passive voice.*

*Write sentences containing three or more intransitive verbs.*

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### COMPOSITION EXERCISE IX.

#### STUDY OF WORDS.

Let the teacher assign a page in a reader to be studied as in Exercise I.

Let each pupil be called on to give the meaning of an important or

difficult word, and embody it in a sentence of his own. Let each verb be pointed out and designated as transitive or intransitive. If transitive, let the voice be given.

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### MODE.

**73.** To see; he sees; does he see? if he sees; see thou; seen.  
To hear; I hear; do I hear? if I hear; hear thou; hearing.

*Examine the verbs in the foregoing examples and tell what differences you observe in their manner of expressing an action or state?*

*Which of them simply indicate or declare, or ask a question?*

*Which express condition or uncertainty?*

*Which command or entreat?*

*Which express an action or state in a general manner?*

*Give other examples of verbs that are used to indicate or declare, or ask a question;—of verbs that are used to command;—of verbs that imply condition or uncertainty;—of verbs that express an action or state in a general manner.*

This distinction is called **mode**.

**Mode** is the manner in which an action or state is expressed.

Verbs have five modes; the **infinitive**, the **indicative**, the **subjunctive**, the **imperative**, and the **participial**.

**74.** The **infinitive mode** is used to express an action or state in a general and unlimited manner:

To go; to hear; to see.

The infinitive is generally distinguished by the prefix *to*. When this prefix is employed, it is regarded as a part of the verb.

The infinitive is properly a verbal noun.

The present tense of the infinitive is the **root** of the verb, from which the other parts are formed.

**75.** The **indicative mode** indicates or declares, or asks a question:

"He *learns*"; "He *can learn*"; "Does he *learn*?"

The common form of the indicative mode merely expresses a declaration or an interrogation:

"He *improves*"; "Will you *go*?"

**76.** The **potential form** of the indicative expresses a declaration, or asks a question; and also implies *possibility, liberty, power, will, obligation, necessity*, etc.:

He *can walk*." "We *must return*." "What *would they have*?"

*Note.*—In speaking of the common form of the indicative, it will generally be found convenient to employ merely the term *indicative mode*; and in speaking of the potential form, to designate it as the *potential indicative*.

**77.** The **subjunctive mode** implies condition, supposition, or uncertainty:

"If he *had* the opportunity, he would improve rapidly." "Though they *suffer*, they do not complain."

The subjunctive mode, like the indicative, has a **potential form**:

"He might improve, if he *would make* the necessary effort."

**78.** The **imperative mode** commands, exhorts, entreats, or permits:

"*Leave* me alone." "*Turn* not away." "*Forgive* my offense." "*Go* in peace."

*Form sentences containing verbs in the infinitive mode;—in the common form of the indicative;—in the potential indicative;—in the subjunctive;—in the imperative.*

### **Participles.**

**79.** The **participle** is a mode of the verb which partakes of the properties of the verb and the adjective:

Doing, done, having done, having been done. In the sentence "He is in school reciting his lesson," the participle *reciting* is a transitive verb and governs the word *lesson*. It also relates like an adjective, to the pronoun *he*.

**80.** There are two classes of participles; **perfect** and **imperfect**.



A **perfect participle** denotes the completion of an action or state :

Called, seen; having called; having seen.

An **imperfect participle** denotes the continuance of an action or state :

Calling, seeing, being called, being seen.

Imperfect participles relate to present, past, or future time, according as they are connected with verbs in the present, past, or future tense :

"He *stands leaning* upon his staff"; "He *stood leaning* upon his staff"; "He *will stand leaning* upon his staff."

*Form sentences containing perfect participles;—imperfect participles.*

All parts of the verb are called **finite** except the infinitive and the participle.

### EXERCISE.

1. "She passed on her way, singing the songs of former years."

2. "If we would seem true, we must be true."

3. "Nothing can supply the place of books."—*Channing*.

4. "If it were not for hope the heart would break."

5. "What we truly and earnestly aspire to be, that in some sense we are."—*Mrs. Jameson*.

6. "Do noble things, not dream them all day long."

7. "Do you know the Old Man of the sea, of the sea?"—*O. W. Holmes*.

8. "Here, by the bonds of nature feebly held,  
Minds combat minds, repelling and repelled."—*Goldsmith*.

9. "What exile from himself can flee?"—*Byron*.

10. "Be wise to-day, 'tis madness to defer."—*Young*.

*Give the mode of each verb in the foregoing sentences. Which of them are in the potential indicative? Which in the potential subjunctive?*

*Which are participles? To which class does each participle belong?*

*Open your readers and point out verbs in all the different modes, including the potential indicative and the perfect and imperfect participles.*

*Write sentences containing verbs in all the different modes, including the potential indicative, the potential subjunctive, and the perfect and imperfect participles.*

## COMPOSITION EXERCISE X.

## STUDY OF WORDS.

Invent, discover; guide, direct; endure, suffer; fortunate, lucky; teach, learn; unless, except; sit, set, repeat, recite, rehearse; oppose, resist, withstand.

*Write sentences containing all of the foregoing words and illustrating their exact meanings.*

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## TENSE.

81. I see; I saw; I shall see; "I have seen him to-day"; "I had seen him before he left"; "I shall have seen him before you return."

What differences do you discover in the time expressed by the different verbs in the foregoing examples? Which denotes indefinite past time? Which indefinite future time? Which present time? Which past time that precedes some other past time? Which past time that is connected with the present? Which future time that precedes some other future time?

This distinction of time is called **tense**.

**Tense** is the distinction of verbs in regard to time.

Verbs have six tenses; the **present**, the **past**, the **future**, the **present perfect**, the **past perfect**, and the **future perfect**.

1. The **present tense** denotes present time:

*I write; I am writing.*

2. The **past tense** denotes indefinite past time:

*I wrote; I was writing.*

3. The **future tense** denotes indefinite future time:

*I shall write; I shall be writing.*

4. The **present perfect tense** represents an action or event as completed in past time that is connected with the present:

*I have written; I have been writing; It has been written.*

5. The **past perfect tense** represents an action or event as completed in past time that precedes some other past time :

"When he *had delivered* the message, he took his departure."

6. The **future perfect tense** represents an action or event as completed in future time that precedes some other future time :

"He *will have finished* his work at five o'clock."

*Note.*—The present perfect tense is formed by the use of the auxiliary *have*; the past perfect tense by the use of the auxiliary *had*; and the future perfect tense by the use of the auxiliaries *shall have* or *will have*. Perfect, I *have seen*; past perfect, I *had seen*; future perfect, I *shall have seen*.

82. The infinitive mode has only two tenses, the present and the perfect; and the imperative is used only in the present tense.

83. The tense of a verb in the potential indicative or potential subjunctive is governed by the sense of the passage, and not by the form of the verb:

"He said I *might go*"; "I *could go* now if I *would*"; "I *would go* to-morrow if I *could be sure* of meeting you."

*Note.*—The forms of the different tenses are best learned by studying them in the conjugations of verbs which are given in the following pages.

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## REVIEW.

Define a Verb and give examples. Other uses of the verb. Examples. Into what general classes are verbs divided? What is a transitive verb? Examples. An intransitive verb? Examples.

What are the modifications of verbs? What voices have transitive verbs? Define the Active Voice;—the Passive Voice. Illustrate. Of what is a verb in the passive voice composed? Examples.

What is Mode? What modes have verbs? Define the Infinitive Mode. Examples. How is it usually distinguished? Define the Indicative Mode. Examples. What is the common form of the indicative? Examples.

The potential form? Examples. Define the Subjunctive Mode. Examples. What form has the subjunctive in addition to the common form? Examples. Define the Imperative Mode. Examples.

Define the Participle. Examples. Into what general classes are participles divided? Define a Perfect Participle. Examples. An Imperfect Participle. Examples.

Define Tense. What tenses have verbs? Define each of the tenses and give examples. How are the present perfect, past perfect, and future perfect tenses formed? How is the tense of a verb in the potential indicative or potential subjunctive governed?

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### NUMBER AND PERSON.

**84.** I am, you are, he is; we are, you are, they are; I write, you write, he writes, they write.

*Give the person and number of the subject of am ;—of the subjects of are ;—of the subject of is ;—of the subjects of write ;—of the subject of writes.*

These examples show that verbs are varied to express **number** and **person**.

Verbs, like nouns and pronouns, have **two numbers** and **three persons**.

The **person** and **number** of a verb are always the same as the person and number of its subject.

Thus, in the expression "He hears," the verb *hears* is said to be in the third person singular, agreeing with its subject *He*.

*Note.*—The various modifications of verbs which indicate person and number are fully shown in the Conjugations of Verbs.

Infinitives and participles have neither number nor person.

*Form sentences containing verbs in the first person singular ;—in the third person singular ;—in the first person plural ;—in the second person plural ;—in the third person plural.*

## EXERCISE.

1. "Fortune has rarely condescended to be the companion of genius."—*Disraeli*.

2. "Devote each day to the object then in time, and every evening will find something done."

3. "The number of species of fish is estimated at about twelve thousand."

4. "If you would compare two men, you must know them both."

5. "Beethoven was afflicted with incurable deafness long before he had composed his greatest works."

6. "He will have left Europe before the letter can reach him."

7. "Shakspeare was naturally learned; he needed not the spectacles of books to read nature; he looked inward and found her there."—*Dryden*.

8. "When the whole world had scarce been sufficient for Pompey's victories, he could not find a spot upon it at last for a grave."

9. "No man has tasted differing fortunes more,  
And thirteen times I have been rich and poor."—*DeFoe*.

*Give the tense and the person and number of each verb in the foregoing sentences, noting those having a potential signification.*

*Open your readers and point out verbs in each of the tenses, and give also the person and number of each.*

*Write sentences containing verbs in all of the tenses and in each of the numbers and persons.*

## COMPOSITION EXERCISE XI.

## STUDY OF WORDS—SYNONYMS.

1. "The voice of the benevolent man is *cheering* to an *aching* heart."

2. "*Pitch* a lucky man into the Nile, says the Arabian proverb, and he will *come up* with a fish in his mouth."—*Willis*.

3. "*Troubles spring from idleness*, and *grievous toils from needless ease*."—*Franklin*.

4. "'Tis against the *rule* of nature."—*Shakspeare*.

5. "How *different* the *emotions* between departure and return."—*Irving*.

*Copy the foregoing sentences and substitute words or phrases of similar meaning for the words and phrases in Italics.*

[Let one or more similar exercises be added.]

### ***Principal Parts.***

**85.** The three **principal parts** of a verb are the **present tense**, the **past tense**, and the **perfect participle**:

Am, was, been; do, did, done; write, wrote, written.

These are called the **principal parts** because all the other parts are formed from them by unvarying rules.

### **REGULAR AND IRREGULAR.**

**86.** Verbs are divided, according to their form, into **regular** and **irregular**.

A **regular verb** is one that forms its past tense and perfect participle by adding *d* or *ed* to the present:

Present, *love*; past, *loved*; perf. part., *loved*; *call*, *called*, *called*.

An **irregular verb** is one that does not form its past tense and perfect participle by adding *d* or *ed* to the present:

Present, *see*; past, *saw*; perf. part., *seen*; *go*, *went*, *gone*.

**87.** **Regular verbs** are also called **weak verbs**, and **irregular verbs** are called **strong verbs**.

*Which of the following verbs are regular? Which irregular?*

Write, ran, move, break, conquer, fell.

*Name five or more regular verbs;—five or more irregular.*

**88.** The following list shows the principal parts of the simple irregular verbs that are in general use. When more forms than one are given for the past tense or perfect participle, that which stands first is to be preferred.

## LIST OF IRREGULAR VERBS.

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
Abide	abode	abode
Am or be	was	been
Awake	awoke, awaked	awaked
{ Bear (to bring forth)	bore	born
{ Bear (to sustain)	bore	borne
Beat	beat	beaten, beat
Begin	began	begun
Bend, <i>un-</i>	bent, bended	bent
Bereave	bereft, bereaved	bereft, bereaved
Beseech	besought	besought
Bet	bet, betted	bet, betted
Bid	bid, bade	bidden, bid
Bind, <i>un-, re-</i>	bound	bound
Bite	bit	bitten, bit
Bleed	bled	bled
Blow	blew	blown
Break	broke	broken
Breed	bred	bred
Bring	brought	brought
Build, <i>re-, up-</i>	built, builded	built, builded
Burn	burned, burnt	burned, burnt
Burst	burst	burst
Buy	bought	bought
Cast	cast	cast
Catch	caught	caught
Chide	chid	chidden, chid
Choose	chose	chosen
{ Cleave (to adhere)	cleaved	cleaved
{ Cleave (to split)	cleft	cleft, cleaved
Cling	clung	clung
Clothe	clothed, clad	clothed, clad
Come, <i>be-, over-</i>	came	come
Cost	cost	cost
Creep	crept	crept
Crow	crew, crowed	crowed
Cut	cut	cut
Dare (to venture)	durst, dared	dared
Deal	dealt, dealed	dealt, dealed

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
Dig	dug, digged	dug, digged
Do, <i>un-, mis-, over-</i>	did	done
Draw, <i>with-</i>	drew	drawn
Dream	dreamed, dreamt	dreamed, dreamt
Drink	drank	drunk, drank
Drive	drove	driven
Dwell	dwelt, dwelled	dwelt, dwelled
Eat	ate, eat	eaten, ate
Fall, <i>be-</i>	fell	fallen
Feed	fed	fed
Feel	felt	felt
Fight	fought	fought
Find	found	found
Flee	fled	fled
Fling	flung	flung
Fly	flew	flown
Forbear	forbore	forborne
Forbid	forbade	forbidden
Forsake	forsook	forsaken
Freeze	froze	frozen
Freight	freighted	fraught, freighted
Get, <i>be-, for-</i>	got	got, gotten
Gild	gilded, gilt	gilded, gilt
Gird, <i>be-, un-, en-</i>	girded, girt	girded, girt
Give, <i>for-, mis-</i>	gave	given
Go, <i>fore-, under-</i>	went	gone
Grave, <i>en-,</i>	graved	graven, graved
Grind	ground	ground
Grow	grew	grown
Hang *	hung	hung
Have	had	had
Hear, <i>over-</i>	heard	heard
Heave	heaved, hove	heaved, hoven
Hew	hewed	hewn, hewed
Hide	hid	hidden, hid
Hit	hit	hit
Hold, <i>be-, with-, up-</i>	held	held, holden
Hurt	hurt	hurt

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\* *Hang*, to take away life by hanging, is regular.



<i>Present.</i>	<i>Past.</i>	<i>Perfect.</i>
Keep	kept	kept
Kneel	knelt, kneeled	knelt, kneeled
Knit	knit, knitted	knit, knitted
Know, <i>fore-</i>	knew	known
Lade (to load)	laded	laden
Lay (to place), <i>in-</i>	laid	laid
Lead, <i>mis-</i>	led	led
Leave	left	left
Lend	lent	lent
Let	let	let
Lie (to recline)	lay	lain
Light	lighted, lit	lighted, lit
Load, <i>un-, over,</i>	loaded	loaded, laden
Lose	lost	lost
Make	made	made
Mean	meant	meant
Meet	met	met
Mow	mowed	mown, mowed
Pay, <i>re-</i>	paid	paid
Pen (to inclose)	penned, pent	penned, pent
Put	put	put
Quit	quit, quitted	quit, quitted
Read	read	read
Rend	rent	rent
Rid	rid	rid
Ride	rode	rode, ridden
Ring	rang, rung	rung
Rise, <i>a-</i>	rose	risen
Rive	rived	riven, rived
Run, <i>out-</i>	ran	run
Saw	sawed	sawn, sawed
Say, <i>un-, gain-</i>	said	said
See, <i>fore-</i>	saw	seen
Seek	sought	sought
Seethe	seethed	seethed, sodden
Sell	sold	sold
Send	sent	sent
Set, <i>be-</i>	set	set
Sit (to rest)	sat	sat
Shake	shook	shaken

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
Shape, <i>mis.</i>	shaped	shaped, shapen
Shave	shaved	shaved, shaven
Shear	sheared	shorn, sheared
Shed	shed	shed
Shine	shone, shined	shone, shined
Shoe	shod	shod
Shoot, <i>over.</i> <sup>1</sup>	shot	shot
Show	showed	shown
Shred	shred	shred
Shrink	shrunk, shrank	shrunk
Shut	shut	shut
Sing	sang, sung	sung
Sink	sunk, sank	sunk
Slay	slew	slain
Sleep	slept	slept
Slide	slid	slidden, slid
Sling	slung	slung
Slink	slunk	slunk
Slit	slit	slit, slitted
Smite	smote	smitten
Sow (to scatter)	sowed	sown, sowed
Speak, <i>be.</i>	spoke	spoken
Speed	sped	sped
Spell, <i>mis.</i>	spelled, spelt	spelled, spelt
Spend, <i>mis.</i>	spent	spent
Spill	spilt, spilled	spilt, spilled
Spin	spun	spun
Spit*	spit	spit
Split	split	split
Spread, <i>over-, be.</i>	spread	spread
Spring	sprang, sprung	sprung
Stand, <i>with-, under.</i>	stood	stood
Steal	stole	stolen
Stick	stuck	stuck
Sting	stung	stung
Stride, <i>be.</i>	strode, strid	stridden, strid
Strike	struck	struck, stricken
String	strung	strung

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\* *Spit*, to put on a spit, is regular.

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
Strive	strove	striven
Strow or strew, be-	strowed or-strewed	{ strown, strowed strewn, strewed
Swear, for-	swore	sworn
Sweat	sweat, sweated	sweat, sweated
Sweep	swept	swept
Swell	swelled	swollen, swelled
Swim	swam	swum
Swing [re-, over-	swung	swung
Take, mis-, under-, be-,	took	taken
Teach, un-, mis-	taught	taught
Tear	tore	torn
Tell, fore-	told	told
Think, be-	thought	thought
Thrive	throve, thrived	thriven, thrived
Throw, over-	threw	thrown
Thrust	thrust	thrust
Tread, re-	trod	trodden, trod
Wax	waxed	waxed, waxen
Wear	wore	worn
Weave, un-	wove	woven
Weep	wept	wept
Wet	wet, wetted	wet, wetted
Whet	whetted, whet	whetted, whet
Win	won	won
Wind, un-	wound	wound
Work	worked, wrought	worked, wrought
Wring	wrung	wrung
Write	wrote	written

## EXERCISE.

*Give the principal parts of the following verbs:*

Begin, blow, buy, cling, cost, dream, flee, have, let, sing, spin, strive, win, write, set, sit, lie, lay, do, go.

*Name five verbs that have the three principal parts alike;—five that have the past tense and perfect participle alike;—five that have a distinct form for each of the principal parts.*

*Open your readers and point out examples of regular and irregular verbs, and give the principal parts of each.*

*Form sentences containing irregular verbs in the present tense;—in the past tense;—in the form of the perfect participle.*

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### COMPOSITION EXERCISE XII.

Let the teacher select an interesting passage of ten or fifteen lines from any book, paper, or magazine, and read it to the class. Let the class be called on to give special attention while it is read slowly a second time.

Let the pupils now write the substance of the same passage, using the language of the author as far as they can remember it.

Let the work of the pupils be read and compared with the original. Notice particularly the differences that are found in the choice of words, and urge upon pupils the importance of employing at all times the best words they can command. Any errors that occur should be corrected.

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### CONJUGATION.

**89.** The **conjugation** of a verb is the regular combination and arrangement of its several voices, modes, tenses, numbers, and persons.

### SYNOPSIS.

**90.** The **synopsis** of a verb is a condensed summary of its several modes and tenses.

### AUXILIARIES.

**91.** An **auxiliary verb** is one that is used to aid in the conjugation of other verbs. .

I *do* see; I *did* see; he *does* see; I *shall* see; he *will* see; I *have* seen; he *had* seen; I *must* see; I *might* see; he *could* see; I *can* see; I *could* see; I *may* see; I *am* seen; he *is* seen; he *has been* seen; they *will be* seen. These are all formed from the verb *to see* by the aid of auxiliaries.

The auxiliaries are **do, be, have, shall, will, may, can,** with their variations, and **must**, which has no variation.

**Do, be, have,** and **will** are also used as principal verbs. Thus, in the sentence "I have heard the news," *have* is used as an auxiliary to the principal verb *heard*; but in the sentence "I have no time to devote to trifles," *have* is employed as a principal verb.

### The Auxiliaries **SHALL** and **WILL**.

92. No error is more common than the misuse of **shall** and **will**, and the following conjugation should be carefully studied and applied.

#### SHALL and WILL.

##### Affirmative.

###### SIMPLE INDICATIVE.

<i>Singular.</i>		<i>Plural.</i>	
1st person,	I shall	1	We shall
2d person,	{ You will	2	{ You will
	{ Thou wilt		{ Ye will
3d person,	He will	3	They will

###### POTENTIAL INDICATIVE.

<i>Singular.</i>		<i>Plural.</i>	
1	I will	1	We will
2	{ You shall	2	{ You shall
	{ Thou shalt		{ Ye shall
3	He shall	3	They shall

##### Interrogative.

###### SIMPLE INDICATIVE.

<i>Singular.</i>		<i>Plural.</i>	
1	Shall I?	1	Shall we?
2	{ Shall you?	2	{ Shall you?
	{ Shalt thou?		{ Shall ye?
3	Will he?	3	Will they?

###### POTENTIAL INDICATIVE.

<i>Singular.</i>		<i>Plural.</i>	
1	Shall I?	1	Shall we?
2	{ Will you?	2	{ Will you?
	{ Wilt thou?		{ Will ye?
3	Shall or will he?	3	Shall or will they?

**Subjunctive.****SIMPLE SUBJUNCTIVE.**

<i>Singular.</i>		<i>Plural.</i>	
1	If I shall	1	If we shall
2	{ If you shall If thou shalt	2	{ If you shall If ye shall
3	If he shall	3	If they shall

**POTENTIAL SUBJUNCTIVE.**

<i>Singular.</i>		<i>Plural.</i>	
1	If I will	1	If we will
2	{ If you will If thou wilt	2	{ If you will If ye will
3	If he will	3	If they will

**93.** *Should* and *would* correspond to *shall* and *will*, and the conjugation of *shall* and *will* serves also as a guide to the conjugation of *should* and *would*.

**EXERCISE.**

1. "I hope they will accept this proposition."
2. "Yes, my son, I will point out the way, and my soul shall guide yours in the ascent; for we will take our flight together."  
—*Goldsmith*.
3. "If every one would mend one, all would be amended."
4. "What shall we say of the instability of human greatness?"
5. "He who seeks repentance for the past should woo the angel Virtue for the future."—*Bulwer*.
6. "If I should neglect to use my right hand, it would forget its cunning."
7. "We should respect old age."
8. "Instead of saying that man is the creature of circumstance, it would be nearer the mark to say that man is the architect of circumstance."—*Carlyle*.
9. "If the mountain will not go to Mohammed, let Mohammed go to the mountain."
10. "I sometimes have asked, shall we ever be men?"—*O. W. Holmes*.

*Which of the verbs in the foregoing sentences are simple indicatives or subjunctives, and which have a potential signification? Which are interrogative?*

*Write sentences containing examples of the correct use of shall and will and of should and would. See foregoing conjugation.*

[Similar exercises should be continued till pupils become familiar with the correct use of shall and will and of should and would.]

## 94. Conjugation of the verb TO BE.

### *Principal Parts.*

*Present, Am. Past, Was. Perf. Participle, Been.*

### INFINITIVE MODE.

*Present, To be Present perfect, To have been*

### INDICATIVE MODE.

#### PRESENT TENSE.

<i>Singular.</i>		<i>Plural.</i>
1st person, I am	1	We are
2d person, { You are	2	{ You are
{ Thou art		{ Ye are
3d person, He is	3	They are

#### PAST TENSE.

<i>Singular.</i>		<i>Plural.</i>
1 I was	1	We were
2 { You were	2	{ You were
{ Thou wast		{ Ye were
3 He was	3	They were

#### FUTURE TENSE.

<i>Singular.</i>		<i>Plural.</i>
1 I shall be	1	We shall be
2 { You will be	2	{ You will be
{ Thou wilt be		{ Ye will be
3 He will be	3	They will be

#### PRESENT PERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>
1 I have been	1	We have been
2 { You have been	2	{ You have been
{ Thou hast been		{ Ye have been
3 He has been	3	They have been

## PAST PERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>
1 I had been		1 We had been
2 { You had been		2 { You had been
{ Thou hadst been		{ Ye had been
3 He had been		3 They had been

## FUTURE PERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>
1 I shall have been		1 We shall have been
2 { You will have been		2 { You will have been
{ Thou wilt have been		{ Ye will have been
3 He will have been		3 They will have been

*Note.*—For Potential Indicative see synopsis, § 97.

## SUBJUNCTIVE MODE.

## PRESENT TENSE.—COMMON FORM.

<i>Singular.</i>		<i>Plural.</i>
1 If I am		1 If we are
2 { If you are		2 { If you are
{ If thou art		{ If ye are
3 If he is		3 If they are

## PRESENT TENSE.—OLD SUBJUNCTIVE FORM.

<i>Singular.</i>		<i>Plural.</i>
1 If I be		1 If we be
2 { If you be		2 { If you be
{ If thou be		{ If ye be
3 If he be		3 If they be

## PAST TENSE.

<i>Singular.</i>		<i>Plural.</i>
1 If I was		1 If we were
2 { If you were		2 { If you were
{ If thou wast		{ If ye were
3 If he was		3 If they were

## FUTURE TENSE.

<i>Singular.</i>		<i>Plural.</i>
1 If I shall be		1 If we shall be
2 { If you shall be		2 { If you shall be
{ If thou shalt be		{ If ye shall be
3 If he shall be		3 If they shall be



## PRESENT PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1 If I have been	1 If we have been
2 { If you have been	2 { If you have been
{ If thou hast been	{ If ye have been
3 If he has been	3 If they have been

## PAST PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1 If I had been	1 If we had been
2 { If you had been	2 { If you had been
{ If thou hadst been	{ If ye had been
3 If he had been	3 If they had been

## FUTURE PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1 If I shall have been	1 If we shall have been
2 { If you shall have been	2 { If you shall have been
{ If thou shalt have been	{ If ye shall have been
3 If he shall have been	3 If they shall have been

## HYPOTHETICAL FORM.

<i>Singular.</i>	<i>Plural.</i>
1 If I were	1 If we were
2 { If you were	2 { If you were
{ If thou wert	{ If ye were
3 If he were	3 If they were

**95.** This form of the verb **to be** is commonly used, in the subjunctive mode, to express a supposition or hypothesis. When employed in a negative sentence, it implies an affirmation; as, "If it were not late, I would go farther." When used in an affirmative sentence, it implies a negation; as, "If it were possible, they would break down all law." The time denoted by this use of the verb is sometimes present and sometimes indefinite.

The past subjunctive of other verbs is often employed in a similar manner; as, "I would walk out, if it *did* not rain." "If I *had* the power, I would assist you cheerfully."

**96.** The potential form of the subjunctive mode is the same in most of the tenses as the potential form of the indic-

ative. The only difference between them is in the use of the auxiliaries *shall* and *will*. See the conjugation of *shall* and *will*, § 92.

IMPERATIVE MODE.

PRESENT TENSE.

<i>Singular, Be, or</i> {	Be you	<i>Plural, Be, or</i> {	Be you
	Be thou		Be ye

PARTICIPLES.

<i>Imperfect, Being</i>	<i>Perfect,</i> {	Been
		Having been

97. Synopsis of the verb TO BE.

INFINITIVE.

<i>Present, To be</i>	<i>Present perfect, To have been</i>
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INDICATIVE.

<i>Present, I am</i>	<i>Present perfect, I have been</i>
<i>Past, I was</i>	<i>Past perfect, I had been</i>
<i>Future, I shall be</i>	<i>Future perfect, I shall have been</i>

POTENTIAL INDICATIVE.

<i>Present, or Future,</i>	<i>I may, can, or must be</i>
<i>Present, Past, or Future,</i>	<i>I might, could, would, or should be</i>
<i>Present perfect, or Future perf.</i>	<i>I may, can, or must have been</i>
<i>Present perfect, or Past perf.</i>	<i>I might, could, would, or should have been</i>

See §§ 83, 104.

SUBJUNCTIVE.

<i>Present tense, common style,</i>	<i>If I am</i>
<i>Present tense, ancient style,</i>	<i>If I be</i>
<i>Past tense,</i>	<i>If I was</i>
<i>Future tense,</i>	<i>If I shall be</i>
<i>Present perfect,</i>	<i>If I have been</i>
<i>Past perfect,</i>	<i>If I had been</i>
<i>Future perfect,</i>	<i>If I shall have been</i>
<i>Hypothetical form,</i>	<i>If I were</i>

IMPERATIVE.

*Present, Be, or Be you or thou*

PARTICIPLES.

<i>Imperfect, Being</i>	<i>Perfect, Been</i>
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Give the mode, tense, number, and person of each of the verbs in the following examples. Which are in the potential indicative form? Potential subjunctive? Which are participles?

"He is"; "Having been"; "They had been"; "We are"; "Be thou"; "Shall I be"; "They may be"; "If I should be"; "Been"; "If he has been"; "Being."

Give the synopsis of the verb to be.

## 98. Conjugation of the verb TO SEE, in the active voice.

### Principal Parts.

*Present, See. Past, Saw. Perf. participle, Seen.*

### INFINITIVE MODE.

*Present, To see. Present perfect, To have seen*

### INDICATIVE MODE.

#### PRESENT TENSE.

	<i>Singular.</i>		<i>Plural.</i>
1	I see	1	We see
2	{ You see Thou seest	2	{ You see Ye see
3	He sees	3	They see

#### PAST TENSE.

	<i>Singular.</i>		<i>Plural.</i>
1	I saw	1	We saw
2	{ You saw Thou sawest	2	{ You saw Ye saw
3	He saw	3	They saw

#### FUTURE TENSE.

	<i>Singular.</i>		<i>Plural.</i>
1	I shall see	1	We shall see
2	{ You will see Thou wilt see	2	{ You will see Ye will see
3	He will see	3	They will see

PRESENT PERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1	I have seen	1	We have seen
2	{ You have seen	2	{ You have seen
	{ Thou hast seen		{ Ye have seen
3	He has seen	3	They have seen

PAST PERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1	I had seen	1	We had seen
2	{ You had seen	2	{ You had seen
	{ Thou hadst seen		{ Ye had seen
3	He had seen	3	They had seen

FUTURE PERFECT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1	I shall have seen	1	We shall have seen
2	{ You will have seen	2	{ You will have seen
	{ Thou wilt have seen		{ Ye will have seen
3	He will have seen	3	They will have seen

The subjunctive of all the verbs except **be** generally takes the same form as the indicative.

IMPERATIVE MODE.

PRESENT TENSE.

<i>Singular, See, or</i>	{ See you	<i>Plural, See, or</i>	{ See you
	{ See thou		{ See ye

PARTICIPLES.

*Imperfect, Seeing*

*Perfect, Having seen*

99. Synopsis of the verb **TO SEE**, in the active voice.

INFINITIVE.

*Present, To see,*

*Present perfect, To have seen*

INDICATIVE.

*Present, I see*

*Present perfect, I have seen*

*Past, I saw*

*Past perfect, I had seen*

*Future, I shall see*

*Future perfect, I shall have seen*

## IMPERATIVE.

*Present, See, or See thou or you*

## PARTICIPLES.

*Imperfect, Seeing*

*Perfect, Having seen*

*Give the form of the verb to see, in the third person singular, present indicative;—in the present perfect infinitive;—in the first person plural, present perfect indicative;—in the first person singular, future perfect subjunctive.*

*Give the synopsis of the verb to see, in the active voice.*

## 100. Passive voice of the verb TO SEE.

[See § 72.]

## Synopsis.

## INFINITIVE.

*Present, To be seen*

*Present perfect, To have been seen*

## INDICATIVE.

*Present, I am seen*

*Present perfect, I have been seen*

*Past, I was seen*

*Past perfect, I had been seen*

*Future, I shall be seen*

*Future perfect, I shall have been seen*

## IMPERATIVE.

*Present, Be seen, or Be you or thou seen*

## PARTICIPLES.

*Imperfect, Being seen*

*Perfect, Seen, having been seen*

*Give the synopsis of the verb to see, in the passive voice.*

## 101. Synopsis of the verb TO LOVE, in the active voice.

## INFINITIVE.

*Present, To love*

*Present perfect, To have loved*

## INDICATIVE.

*Present, I love*

*Present perfect, I have loved*

*Past, I loved*

*Past perfect, I had loved*

*Future, I shall love*

*Future perfect, I shall have loved*

## IMPERATIVE.

*Present, Love, or Love thou or you*

## PARTICIPLES.

*Imperfect, Loving**Perfect, Having loved*102. Synopsis of the verb **TO LOVE**, in the passive voice.

## INFINITIVE.

*Present, To be loved**Present perfect, To have been loved*

## INDICATIVE.

*Present, I am loved**Present perfect, I have been loved**Past, I was loved**Past perfect, I had been loved**Future, I shall be loved**Future perfect, I shall have been loved*

## IMPERATIVE.

*Present, Be loved, or Be you or thou loved.*

## PARTICIPLES.

*Imperfect, Being loved**Perfect, Loved, having been loved**Give the synopsis of the verb to love, in the active voice;—in the passive voice.*

## PROGRESSIVE FORM.

103. The progressive form of a verb is that which is employed to denote the continuance of an action or state. It is formed by prefixing one of the forms of the verb *to be* to the imperfect participle:

*"I am writing a letter." "He is studying arithmetic."*Synopsis of the verb **TO WRITE**, in the progressive form.

## INFINITIVE.

*Present, To be writing**Present perfect, To have been writing*

## INDICATIVE.

*Present, I am writing**Present perfect, I have been writing**Past, I was writing**Past perfect, I had been writing**Future, I shall be writing**Future perfect, I shall have been writing*

## IMPERATIVE.

*Present, Be writing, or Be thou or you writing*

## PARTICIPLES.

*Imperfect, Writing*

*Perfect, Having been writing*

*Give the synopsis of the verb to write, in the progressive form.*

## POTENTIAL FORM.

## 104. Synopsis of the verb TO HEAR, in the potential form.

## INDICATIVE AND SUBJUNCTIVE MODES.

*Present or Future,*

*I may, can, or must hear*

*Present, Past, or Future,*

*I might, could, would, or should hear*

*Present perfect or Future perf.,*

*I may, can, or must have heard*

*Present perfect or Past perf.,*

*I might, could, would, or should have heard*

*Give the synopsis of the verb to hear, in the potential form.*

## EXERCISE.

1. "Charles, I thank thee for thy love to me, which thou shalt find I will most kindly requite."—*Shakspeare.*

2. "The great Tasso was reduced to such a dilemma that he was obliged to borrow a crown from a friend to subsist through the week."—*Disraeli.*

3. "If your joys cannot be long, so neither can your sorrows."

4. "The peacock, renowned for its gorgeous plumage, belongs to southern Asia."

5. "Moore thought it quick work if he wrote seventy lines of Lalla Rookh in a week."

6. "We sat and talked until the night,

Descending, filled the little room."—*Longfellow.*

7. "Be noble! and the nobleness that lies

In other men, sleeping, but never dead,

Will rise in majesty to meet thine own."—*J. Russell Lowell.*

*Which of the verbs in the foregoing sentences are intransitive?*

*Which of the transitive verbs are in the active voice? Which in the passive?*

*Which of the verbs are regular? Which irregular? Give their principal parts.*

*Give the number and person and the tense of each of the verbs.*

*Give the mode of each verb, stating which have a potential signification, and which are participles.*

*Name a verb in the third person plural of the present perfect subjunctive;— one in the present imperative;— in the present perfect infinitive;— in the first person singular of the future perfect indicative.*

*Name three perfect participles;— three imperfect.*

*Name a verb in the third person singular of the present indicative and passive voice.*

*Give the synopsis of the verb to write, in the active voice;— in the passive voice.*

*Give the synopsis of to go, in the progressive form;—in the potential form.*

*Turn to one of your reading lessons and point out all the verbs in the first twenty lines, and give the mode, tense, number, and person of each.*

*State which are intransitive. Which of those that are transitive are in the active voice? Which in the passive voice?*

*Which are regular? Which irregular? Give the principal parts of each.*

*Which have a potential signification? Which are participles?*

*Write sentences containing verbs in the common form of the indicative and subjunctive modes;— in the potential indicative and potential subjunctive;— in the imperative and infinitive modes;— containing perfect and imperfect participles;— containing verbs in the different tenses, persons, and numbers;— containing verbs in the passive voice;— containing verbs in the progressive form.*

[This is an exercise of more than ordinary importance, and it should be continued in various forms for several days.]

## COMPOSITION EXERCISE XIII.

### SILVER.

*Write ten or more lines on silver,—where found; how obtained; qualities; uses; value; compare with other metals, etc.*

*Correct and revise.*

*Give the synopsis of the verbs in your composition.*



**DEFECTIVE VERBS.**

**105.** A **defective verb** is one that cannot be used in all the modes and tenses. Thus, we cannot say, I *had could*, I *shall can*, etc.

The defective verbs are **may, can, shall, will, must, ought, quoth, wit, beware.**

**UNIPERSONAL VERBS.**

**106.** A **unipersonal verb** is one that is used only in the third person singular:

*It hails; it snows; it behoves.*

*Select examples of defective verbs from any of your school books;—examples of unipersonal verbs.*

*Form sentences containing examples of defective verbs and unipersonal verbs.*

**REVIEW.**

How many persons and numbers have verbs? With what do they agree? What of infinitives and participles?

What are the principal parts of the verb? Why so called?

Into what classes are verbs divided according to their form? Define a regular verb. Examples. Define an irregular verb. Examples. Give the past tense and perfect participle of *am, begin, blow, cost, fly, grow, keep, let, lose, send, shut, smite, swim*, etc.

What is the conjugation of a verb? The synopsis of a verb? What is an auxiliary verb? Examples.

Give examples of *shall* and *will*, correctly used in the simple indicative; in the potential indicative; in the simple subjunctive; the potential subjunctive; in the interrogative forms of the simple and potential forms of the indicative.

Give examples of *should* and *would* correctly used in the same forms.

What is the progressive form of the verb? Give the synopsis of *to write*, in the progressive form. Give the synopsis of *to hear*, in the potential form.

What is a defective verb? Examples. What is a unipersonal verb? Examples.

## COMPOSITION EXERCISE XIV.

## CONVERSATION.

Let all the members of the class note down expressions, good and bad, which they hear during the day, at recitations, at recess, before and after school, on the street, in places of trade, etc.

These examples, with such as may have been specially noticed by the teacher, will form the basis of an exceedingly profitable lesson, and a kind and judicious use of them may be made to exert an important influence in correcting bad habits and cultivating good ones.

*Note.*—Pupils should be careful, on all occasions, to use the best language they can command, and no unrefined or inaccurate expression should be allowed to pass unnoticed. Let it be understood by the members of the class that any special excellencies or faults which the teacher may observe in their use of language will be taken into account in summing up their written record of scholarship.

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**THE ADVERB.**

[See Preparatory Lessons, § 15.]

**107.** An **adverb**\* is a word that is used to modify the sense of a verb, an adjective, or another adverb:

"He improves *rapidly*." "How long is the lesson"? "He will return *very* soon."

**CLASSES OF ADVERBS.**

**108.** Smoothly, swiftly, wisely; here, there, where; now, soon, often.

*Examine the foregoing sets of words and tell what distinctions you discover between the different sets.*

*Which denote manner? Which place? Which time?*

*Give other examples of adverbs that denote manner;—that denote place;—that denote time.*

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\* The word *adverb* is derived from two Latin words, *ad* and *verbum*, which signify to a verb.

These distinctions show that different adverbs belong to different classes.

Adverbs may be divided into several classes, of which the following are the most important:

1. Adverbs of **manner**:  
Justly, rapidly, thus, so, wisely.
2. Of **place**:  
Here, there, above, within, out.
3. Of **time**:  
Now, often, seldom, soon, late, by, formerly, then, always.
4. Of **degree**:  
More, less, almost, nearly, very, only, hardly.
5. Of **cause**:  
Therefore, wherefore, why.
6. Of **affirmation**:  
Yes, yea, truly, certainly, surely, verily, doubtless.
7. Of **negation**:  
Not, no, nay, nowise.

### CONJUNCTIVE ADVERB.

**109.** A **conjunctive adverb** is one that performs the double office of an adverb and a connective:

"Smooth runs the water *where* the brook is deep."—*Shakspeare*.

### COMPARISON OF ADVERBS.

**110.** Many adverbs, like adjectives, admit of degrees of comparison:

Wisely, more wisely, most wisely; soon, sooner, soonest; much, more, most; little, less, least; well, better, best.

### EXERCISE.

1. "Gold, though less serviceable than iron, acquires from its scarcity a value which is much superior."
2. "The great plain of China is extremely well irrigated."
3. "A bookman cannot be always bookish."—*Hood*.

4. "An infinite number of varieties lies between limits which are not very far asunder."—*Macaulay*.

5. "When a friend asketh, there is no to-morrow."

6. "To speak, and to speak well, are two things."—*Ben Jonson*.

7. "Every man sees with his own eyes, or does not see at all."—*Emerson*.

8. "Make hay while the sun shines."

*Point out the adverbs in the foregoing sentences and tell which of them modify verbs; which adjectives, and which modify other adverbs.*

*Which are conjunctive adverbs?*

*Which of the adverbs admit of comparison? Compare them.*

*Open your readers and point out adverbs, and tell what words they modify. Compare those that admit of comparison.*

*Point out conjunctive adverbs.*

*Write sentences containing adverbs that modify verbs, adjectives and other adverbs.*

*Write sentences containing conjunctive adverbs.*

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## COMPOSITION EXERCISE XV.

### STUDY OF WORDS.

Let the teacher assign a page in a reader to be studied as in Exercise I.

Let each pupil be called on to give the meaning of an important or difficult word and embody it in a sentence of his own. Let the adverbs be pointed out, and referred to classes if this can readily be done.

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## REVIEW.

Define the Adverb. Examples. Name the principal classes of adverbs. Examples. What is a conjunctive adverb? Examples. Name adverbs in the different degrees of comparison.

## THE PREPOSITION.

[See Preparatory Lessons, § 16.]

111. A **preposition**\* is a word that is used to show the relation of a noun or pronoun which it governs to some other word in the sentence :

"He went *from* Boston *to* New York." "Bryant was the author *of* *Thanatopsis*."

In the foregoing sentences, *from* governs *Boston*, and shows the relation between *Boston* and *went*; *to* governs *New York*, and shows the relation between *New York* and *went*; and *of* governs *Thanatopsis*, and shows the relation between *Thanatopsis* and *author*. See §§ 43, 230.

## EXAMPLES OF PREPOSITIONS.

Above, after, against, at, before, behind, by, except, for, from, in, into, of, on, over, through, to, under, with.

*Form sentences containing five or more prepositions and point out the relation which they express.*

## THE CONJUNCTION.

[See Preparatory Lessons, § 17.]

112. A **conjunction**† is a word that is used to connect words or sentences :

"Seven *and* five are twelve." "Straws swim on the surface, *but* pearls lie at the bottom."

## CLASSES OF CONJUNCTIONS.

113. "He is passionate, *but* he is kind"; "He is kind, *though* he is passionate."

\* The word *preposition* is derived from the Latin word *præpositus*, which signifies placed before.

† The word *conjunction* is derived from the Latin word *conjungo*, which signifies to join together.

"The rain falls, and the grass will grow"; "If the rain falls, the grass will grow."

*Examine the foregoing pairs of examples and tell which conjunctions connect clauses that are independent, and which of them connect subordinate or dependent clauses with principal clauses. See §§ 133, 134.*

This distinction marks the two principal classes of conjunctions.

Conjunctions are divided into two classes: **coördinate** and **subordinate**.

A **coördinate conjunction** is one that connects independent clauses of a sentence:

"The sun shines, *and* the sky is clear." "This world is large, *but* there are others which are larger." See § 133.

#### **EXAMPLES OF COÖRDINATE CONJUNCTIONS.**

And, but, for, hence, or, therefore.

A **subordinate conjunction** is one that connects a subordinate or dependent clause with the principal clause of a sentence:

"I will go, *if* you desire it." "We cannot thrive, *unless* we are industrious and frugal." See § 131.

#### **EXAMPLES OF SUBORDINATE CONJUNCTIONS.**

As, because, before, for, since, so, than, that, though, till, until, unless.

*Form sentences containing two or more coördinate conjunctions;—two or more subordinate. Tell what words or sentences are connected by them.*

## THE INTERJECTION.

[See Preparatory Lessons, § 18.]

**114.** An **interjection** \* is an exclamatory word that is used to express some strong or sudden emotion of the mind:

Ah! alas! O! oh! ho! ha! indeed! pshaw! welcome! hurrah!

The interjection **O** should be a capital.

Other parts of speech are frequently used to perform the office of interjections:

Hark! surprising! mercy!

### EXERCISE ON PREPOSITIONS, CONJUNCTIONS, AND INTERJECTIONS.

1. "The winds which blow across the land are dry and arid, but those which cross the water are moist and full of vapor."
2. "Do you hope to win respect when you flatter me?"
3. "Camels walk through the heavy sands in the desert of Arabia."
4. "In the delineation of character, Tacitus is unrivaled among historians, and has very few superiors among dramatists and novelists."—*Macaulay*.
5. "O Cuckoo! shall I call thee Bird,  
Or but a wandering voice?"—*Wordsworth*.
6. "Ah, how unjust to Nature and himself  
Is thoughtless, thankless, inconsistent man!"—*Young*.
7. "Catch, then, O catch the transient hour;  
Improve each shining moment as it flies."—*Johnson*.

*Point out the prepositions in the foregoing sentences, and the relations which they express.*

*Point out the conjunctions, and the words or sentences connected by them. Which of them are coördinate conjunctions and which subordinate?*

*Point out the interjections.*

\*The word **interjection** is derived from the Latin word *interjectus*, which signifies *thrown between*.

*Open your readers and point out prepositions, telling the relations which they express.*

*Point out conjunctions and tell what words or sentences are connected by them.*

*Point out coördinate conjunctions;—subordinate conjunctions. Point out interjections.*

*Write sentences containing prepositions;—coördinate conjunctions;—subordinate conjunctions;—interjections.*

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## COMPOSITION EXERCISE XVI.

### BELLS.

*Write twelve or more lines on Bells.*

*Point out the prepositions, conjunctions, and interjections in your composition.*

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## REVIEW.

Define a Preposition. Examples. Illustrate the office of prepositions. Name ten or more prepositions. Define a Conjunction. Into what classes are conjunctions divided? What is a coördinate conjunction? Examples. A subordinate conjunction? Examples. Define an Interjection. Examples. How should the interjection *O* be written?

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## COMPOSITION EXERCISE XVII.

### CONVERSATION.

Let an interesting portion of history or a prominent historical character furnish the subject for a conversation; as, *The Discovery of America; First Settlement of the Country; Early Struggles with the Indians; Alfred the Great; Benjamin Franklin; Captain John Smith, etc.*

Criticisms and suggestions.

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### *Capital Letters.*

**115.** The following classes of words should commence with capitals.



**1. The first word of a sentence.**

Examine any sentence on this page, and you will see that the first word commences with a capital letter.

**2. The first word of every line in poetry.**

Examine a piece of poetry in any of your school books, and you will find that all the lines commence with capitals.

**3. Names of the Supreme Being :**

God, Creator, The Almighty.

**4. Proper names and titles of honor or distinction :**

Benjamin Franklin ; The City of London ; Sir William Herschel  
Alexander the Great ; George the Fourth.

**5. Proper adjectives :**

The Elizabethan age ; The German language ; A Grecian sculptor.

**6. Every important word in a title or heading :**

Allibone's Dictionary of Authors ; The Decline and Fall of the  
Roman Empire.

**7. The names of months, days, etc.:**

Tuesday, July, Easter.

Capitals should also be used for the pronoun **I** and the interjection **O** :

"Must I endure all this?" "Whence are thy beams, O Sun!"

Short passages of special importance, cards, titles, headings, etc., are often composed entirely of capitals. For examples see title-pages, heads of chapters, and sections, cards, etc.

*Open your reading books and point out examples of words commencing with capitals at the beginning of sentences ;—lines of poetry commencing with capitals ;—names of the Supreme Being commencing with capitals ;—examples of proper names and honorary titles commencing with capitals ;—examples of important words in titles or headings commencing with capitals ;—examples of the pronoun **I** and the interjection **O** ;—examples of titles, headings, etc., printed entirely in capitals.*

*Italic Letters.*

**116. Italic letters** are those which stand **inclining**.

*This sentence is printed in Italics.*

When an author wishes to distinguish a particular word or phrase for the sake of emphasis, or for any other purpose, it is generally printed in Italics:

"I'll keep them *all*; he shall not have a *Scot* of them."

In **writing** it is customary to **underline** such words as would be italicized in printing:

*I dare him to his proofs.*

This is also called **underscoring**.

When a word is used merely as a *word*, it should generally be printed in Italics:

"*Who* is applied to persons, and *which* to animals and inanimate things."—Murray.

Sentences of special importance are often printed entirely in Italics.

When a word or phrase embodied in an Italic sentence is to be distinguished from the rest, it is sometimes printed in Roman letters and sometimes in full-face type:

"*The grand clue to all syntactical parsing is the sense.*"—G. Brown.

"*The grand clue to all syntactical parsing is **the sense.***"

*Turn to any of your school books and point out words that are printed in Italics for the sake of emphasis, or for any other purpose.*

*Write a sentence containing some prominent word or phrase and distinguish it by underlining.*

*Full-face Type.*

**117. Full-face type** is often employed instead of capitals or Italics, to distinguish words, phrases, or sentences of special prominence or importance. **This sentence is in full-face type.**

*Point out examples of full-face type in this and other books.*

**REVIEW.**

Name the different classes of words that commence with capitals and give examples of each.

What are Italic letters? When are they employed? Examples.

When are words underlined? Give an example.

When is full-face type employed? Examples.

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**DERIVATION.**

[**Derivation** is an interesting and profitable branch of study for those who have time to devote to it, but it is not desirable to carry it beyond a few brief lessons in connection with an ordinary course of study in Grammar and Composition.]

**118.** *Derivation* is that part of Etymology which treats of the origin and formation of words.

**119.** Words are divided into two general classes; **primitive** and **derivative**.

A **primitive word** is one that is not derived from any other word or words in the language:

Man, strong, just, obey.

The primitive form of a word is called its *root*.

A **derivative word** is one that is formed from some other word or words:

Manly, strength; justice, justify, justification, justly, unjust, injustice, etc.; disobey.

*Name ten or more examples of primitive words;—ten or more examples of derivative words.*

**120.** Words are also divided into two other classes, called **simple** and **compound**.

A **simple word** is one that is not formed by uniting other words:

Book, road, rail, stand, ink.

A **compound word** is one that is formed by joining two or more simple words without materially modifying either:

Bookseller, railroad, inkstand.

*Name ten or more simple words;—ten or more compound words.*

*Note.*—*Exercises in Derivation* are intended for classes that have access to one of the larger dictionaries.

### DERIVATION BY CHANGE OF LETTERS.

**121.** Many derivative words are formed by changing the letters of primitive words:

Dig, ditch; bind, bond; smite, smith; speak, speech; thief, thieve; pride, proud; five, fifth.

*Give ten or more examples of words that are formed by changing the letters of primitive words.*

### WORDS DERIVED FROM SAXON, LATIN, AND GREEK ROOTS.

#### EXAMPLES.

**122.** Bind, bond, band, bandage; from the Saxon word *bindan*, to bind.

Terrace, terrier, territory; from the Latin word *terra*, the earth.

Mediterranean; from the Latin words *medius*, middle, and *terra*, the earth.

Chronic; from the Greek word *chronos*, time.

Chronology; from the Greek words *chronos*, time, and *logos*, a saying, a statement.

*Take one of the larger dictionaries and write out the derivation of the following words:*

Drag, if, solo, folio, subterranean, agony, phonography.

**PREFIXES AND SUFFIXES.**

**123.** A **prefix** is a letter, syllable, or word joined to the beginning of a word:

*Aloft, rebuild, overcome, bespeak, misplace, outlive, upland, circumscribe, deduce, dislike, obstruct, pronoun, subscribe, anarchy, synthesis.*

*Write fifteen or more words that illustrate the use of prefixes, and designate the language from which each prefix is derived.*

A **suffix** is a letter or syllable joined to the end of a word:

*Stormy, proudly, lawless, lawyer, actor, civilize, friendship, resistance, bondage, goodness, magnetism, joyful, kingdom, singer.*

*Write fifteen or more words that illustrate the use of suffixes.*

Most of the suffixes do not admit of precise definitions.

Two or more prefixes or suffixes are sometimes employed in the same word; as, *rediscover, powerfully*. *Rediscover* contains two prefixes, *re* and *dis*; and *powerfully*, two suffixes, *ful* and *ly*.

**EXERCISE.**

Let the teacher select five lines from a reader, and let the pupils write out the derivation of all the words.

Compare and correct.

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**REVIEW.**

Define Derivation. Into what two general classes are words divided? Define a primitive word. Examples. What is the primitive form of a word called? Define a derivative word. Examples.

Into what other classes are words divided? What is a simple word? Examples. A compound word? Examples.

Give examples of derivative words formed by changing the letters of primitive words.

Define a Prefix. Examples. Define a Suffix. Examples.

## SYNTAX.

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**124. Syntax\*** is that part of grammar which treats of the construction of sentences according to the established laws of speech.

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## ANALYSIS AND SYNTHESIS.

**125.** The **analysis** of a sentence consists in resolving it into its constituent parts, and pointing out their relations.

**Synthesis** consists in putting words together to form sentences.

### ANALYSIS.

*Note.*—**Analysis** is the correlative of **synthesis**, and the chief value of analysis is the aid it affords in synthesis, or the construction of sentences.

### SENTENCES.

**126.** A **sentence** is a collection of words arranged in such a manner as to make complete sense :

“Time flies.” “Experience teaches many useful lessons.” “Kindness to animals is no unworthy exercise of benevolence.”

Every sentence contains a subject and a finite verb.

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\* *Syntax*, from the Greek words, *syn*, together, and *taxis*, arrangement.

**SUBJECT AND PREDICATE.**

**127.** Every simple sentence has two principal parts ; a **subject** and a **predicate**. See § 5.

The **subject** represents that of which something is said, and the **predicate** tells what is said of the subject.

*Subjects.      Predicates.*

"Hours . . pass."

"The hours of youth . . pass away."

"The golden hours of youth . . pass swiftly away."

*Form sentences and point out the subjects and the predicates.*

**ELEMENTS.**

**128.** The **elements** of a sentence are the parts of which it is composed.

A **grammatical element** may be a word, a phrase, or a clause.

**129.** The **primary elements** of a sentence are the simple unmodified subject and the simple unmodified predicate:

*"Parrots . . talk."*

*"Some parrots . . talk very distinctly."*

*"The tender vine . . clings to the wall."*

**130.** The primary elements may be modified by other elements, and these by others still.

1. An **objective element** is a word, phrase, or clause which stands as the object of a transitive verb:

*"Camels carry burdens." "They refused to be reconciled." "I know that he will return."*

2. An **adjective element** is a word, phrase, or clause used to perform the office of an adjective:

*"Sincerity is true wisdom." "The tree bearing fruit was spared." "This is the book which was lost."*

3. An **adverbial element** is a word, phrase, or clause used to perform the office of an adverb:

"The idle *seldom* become rich." "Cæsar returned *in triumph*."

"We began our work *when the sun was rising*."

*Open your readers and point out primary elements of sentences.*

*Point out objective elements;— adjective elements;— adverbial elements.*

*Form sentences containing objective elements;— adjective elements;— adverbial elements. Distinguish the different elements.*

### CLASSIFICATION OF SENTENCES.

131. Sentences are of three kinds; **simple**, **compound**, and **complex**.

A **simple sentence** is a sentence that contains one subject and one finite verb:

"Mere parsimony is not economy."—*Burke*.

### CLAUSES.

132. When two or more simple sentences are connected, each simple sentence is called a **clause**.

"Cats love fish, . . but they are poor anglers."

This example contains two clauses connected by the conjunction *but*.

133. A **compound sentence** consists of two or more clauses so connected that each of them is complete and independent of itself:

"I have studied these things, . . and you have not."

"Patience is bitter, . . but its fruit is sweet."

The members of a compound sentence are called **coördinate clauses**. See § 113.

*Take your readers and point out examples of simple sentences.*

*Point out examples of compound sentences and distinguish the clauses.*

*Form simple sentences.*

*Form compound sentences and point out the clauses.*



## COMPOSITION EXERCISE XVIII.

## VARIETY OF CONSTRUCTION.

**Two or more Simple Sentences Combined to form a Compound Sentence.**

*Example.*—"The banana-tree has tufts of splendid blossoms. The fruit resembles a cucumber in shape." *Combined:* The banana-tree has tufts of splendid blossoms, and the fruit resembles a cucumber in shape.

*Combine the following so as to form compound sentences:*

1. "Sir Isaac Newton was a man of varied learning."  
"His principal works were written in Latin."
2. "Time destroys the speculations of man."  
"It confirms the judgment of Nature."
3. "The greatest friend of truth is Time."  
"Her greatest enemy is Prejudice."  
"Her constant companion is Humility."
4. "An egotist will always speak of himself, either in praise or in censure."  
"A modest man ever shuns making himself the subject of his conversation."
5. "Vice stings us, even in our pleasures."  
"Virtue consoles us, even in our pains."

*Write simple sentences and combine them into compound sentences.*

*Write compound sentences and separate them into simple sentences.*

**134. A complex sentence** consists of one principal clause and one or more subordinate clauses. See § 113.

The clause which contains the principal subject and predicate is called the principal clause; and a subordinate clause is one which is dependent upon the principal clause.

In the sentence "Amsterdam is full of canals, which divide the city into nearly a hundred islands," the principal clause is, *Amsterdam is full of canals*, and the subordinate clause is, *which divide the city into nearly a hundred islands*.

The subordinate clause is a modifier of the principal clause.

*Open your readers and point out examples of complex sentences, and tell which are the principal clauses and which the subordinate.*

*Form complex sentences and tell which are the principal clauses and which the subordinate.*

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## COMPOSITION EXERCISE XIX.

### VARIETY OF CONSTRUCTION.

**Two or more Simple Sentences Combined to form a Complex Sentence.**

*Example.*—"The tree was struck by lightning. It is dead at the top."

*Combined:* The tree which was struck by lightning is dead at the top.

*Combine the following so as to form complex sentences:*

1. "Themistocles was the opponent of Aristides."  
"Aristides was banished at his instigation."
2. "Janus was a Roman deity."  
"He presided over the beginnings of things."
3. "Dido was daughter of the Tyrian king Belus, and sister of Pygmalion."  
"Pygmalion succeeded to the crown after the death of his father."
4. "Miltiades is chiefly renowned for his success against the Persians at the battle of Marathon."  
"He there defeated an army of one hundred thousand Persian invaders."  
"His own army consisted of ten thousand Greeks."

*Write simple sentences and form them into complex sentences.*

*Write complex sentences and separate them into simple sentences.*

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**135. Classes of Subordinate Clauses.**—There are three kinds of subordinate clauses;—**substantive, adjective, and adverbial.**

1. A **substantive clause** is one that performs the office of a noun.

"*That such a temporary life as we now live is better than no being, is evident by the high value we put upon it.*"—*Locke*. The substantive clause is here both the subordinate clause of the complex sentence and the subject of the verb *is* in the principal clause.

"*Cæsar asserted that the Romans had been faithful.*" In this sentence the subordinate clause performs the office of a noun, and is the object of the transitive verb *asserted* in the principal clause.

2. An **adjective clause** is one that performs the office of an adjective.

"The truly strong and sound mind is the mind *that can embrace equally great things and small.*"—*Johnson*. The clause *that can embrace equally great things and small* is used as an adjective limiting *mind*.

3. An **adverbial clause** is one that performs the office of an adverb.

"Pope kept his pieces very long in his hands *while he considered and reconsidered them.*" The clause *while he considered and reconsidered them* is used in the sense of an adverb modifying the verb *kept*.

*Open your readers and point out examples of substantive clauses;—of adjective clauses;—of adverbial clauses.*

*Form sentences containing substantive clauses;—adjective clauses;—adverbial clauses.*

### PHRASES.

136. A **phrase** is a short expression which does not form a complete sentence:

"*In vain*"; "*long ago*"; "*to confess the truth*"; "*I saw him walking in the field*"; "*He was present on that occasion.*"

*Open your readers and point out examples of phrases.*

### ADJUNCTS.

137. A word, phrase, or clause used to explain or

modify another word, phrase, or clause is called an **adjunct**:

*"Tall trees"; "Men of learning"; "It moves rapidly"; "I hear the sound"; "Printing was invented in the fifteenth century."*

The whole phrase *in the fifteenth century* is here an adjunct of *was invented*. *The* and *fifteenth* are also adjuncts of *century*.

*Note.*—The word **adjunct** signifies *joined to*. It is a general term applied to any element of a sentence that modifies any other element.

*Open your readers and point out examples of adjuncts.*

*Form sentences containing adjuncts and point out the adjuncts.*

### EXERCISE.

1. "Uneasy lies the head that wears a crown."
2. "Addison was good company with his intimate friends, but in mixed company he preserved his dignity by a stiff and reserved silence."
3. "All travel has its advantages."
4. "When Hannibal marched into Italy, he was obliged to open a way over the mountains."
5. "The first step to knowledge is to know that we are ignorant."—*Cecil*.
6. "'I can't get out,' said the parrot."
7. "He who thinks he can find within himself the means of doing without others is much mistaken; but he who thinks that others cannot do without him is still more mistaken."
8. "You say you are a better soldier."
9. "It has long been observed that the idea of beauty is vague and undefined."—*Johnson*.
10. "For vast are the hosts here contending,  
And deep in the heart of each man  
Is burning the love of his country,  
Which urges him on to the van."—*E. H. Wells*.

*Which of the foregoing sentences are simple? Which compound? Which complex?*

*Which of the clauses are coördinate? Which are subordinate?*

*Point out the substantive clauses;—the adjective clauses;—the adverbial clauses.*

*Write compound sentences and distinguish the clauses.*

*Write complex sentences and distinguish the clauses.*

## REVIEW.

Define Syntax. Define Analysis;—Synthesis. What is a sentence? Examples. What does every sentence contain? What are the principal parts of a sentence? What is the subject? Examples. The predicate? Examples.

- What are the elements of a sentence? What is a grammatical element? What are the primary elements? Examples. What is an objective element? Examples. An adjective element? Examples. An adverbial element? Examples.

Into what three classes are sentences divided? Define a simple sentence? Examples. What is a clause? Examples. What is a compound sentence? Examples. What are its members called?

Define a complex sentence. What is the principal clause? The subordinate clause? Give examples of complex sentences, distinguishing the principal and subordinate clauses. Into what classes are subordinate clauses divided? Define a substantive clause. Examples. An adjective clause. Examples. An adverbial clause. Examples.

What is a phrase? Examples. An adjunct? Examples.

## GRAMMATICAL AND LOGICAL DISTINCTIONS.

138. The subject and the predicate of a sentence may be distinguished as either **grammatical** or **logical**.

The **grammatical subject** is the simple subject taken by itself. It is either a noun, or some word, phrase, or clause used as a noun:

*"Hours . . . pass."*

*"The hours of youth . . . pass away."*

*"The golden hours of youth . . . pass swiftly away."*

*"We spake of many a vanished scene."—Longfellow.*

*"To behold is not necessarily to observe."—Humboldt.*

*"Walking is the best exercise."*

*"To favor the ill is to injure the good."*

*"Doing good is the only certainly happy action of a man's life."*

*Sir Philip Sidney.*

*"That he never will is sure."*

The **grammatical predicate** is the simple predicate taken by itself. It is always a finite verb:

"Hours . . *pass*."

"The hours of youth . . *pass* away."

"The golden hours of youth . . *pass* swiftly away."

"Dryden *lacked* the diligence of Pope."

"The virtues, like the muses, *are* always *seen* in groups."—*Jane Porter*.

*Open your readers and point out five or more grammatical subjects;—five or more grammatical predicates.*

*Form sentences containing grammatical subjects and grammatical predicates, and point out the grammatical subjects and the grammatical predicates.*

**139.** The **logical subject** consists of the grammatical subject and all its modifying adjuncts. It includes all the words that are employed to express the whole idea of the subject:

"Labor is often a pleasure"; "Hard labor does not always receive its reward"; "The labor of the brain is the growth of the mind."

"Literary life is full of curious phenomena."—*Holmes*.

"Henry W. Longfellow, an American poet, was born in Portland, Maine, in 1807."

*Note.*—When the grammatical subject is unmodified, the grammatical subject and the logical subject are the same. In the sentence "Life is war," the whole idea of the subject is expressed by the noun *Life*. It is therefore both the grammatical and the logical subject.

*Open your readers and point out examples of grammatical subjects;—of logical subjects.*

*Point out sentences in which the grammatical subjects are also the logical subjects.*

*Form sentences containing both grammatical and logical subjects, and point out the grammatical subjects and the logical subjects.*

*Form sentences in which the grammatical subjects are also the logical subjects.*

**140.** The **logical predicate** consists of the grammatical predicate and all its modifying adjuncts. It includes

all the words that are employed to express the whole idea of the predicate :

"The hours *pass*."

"The hours *pass away*."

"The hours *pass swiftly away*."

"Dryden *lacked the diligence of Pope*."

"The virtues, like the muses, *are always seen in groups*."

"Bulwer *borrowed the incidents of his Roman stories from legends of a thousand years before*."

*Note.*—When the grammatical predicate is unmodified, the grammatical and logical predicate are the same. In the sentence "Man thinks," the whole idea of the predicate is expressed by the verb *thinks*. It is therefore both the grammatical and the logical predicate.

*Open your readers and point out examples of grammatical predicates;—of logical predicates.*

*Point out sentences in which the grammatical predicates are also the logical predicates.*

*Form sentences containing both grammatical and logical predicates, and point out the grammatical predicates and the logical predicates.*

*Form sentences in which the grammatical predicates are also the logical predicates.*

## CLASSIFICATION OF PHRASES.

141. Phrases are distinguished by their *forms*, as follows:

1. A **prepositional phrase** consists of a preposition and its object, either with or without modifying adjuncts:

"He came *in haste*"; "He came *in great haste*"; "He came *in very great haste*."

"Hours spent *in idleness* bear bitter fruit."

2. A **participial phrase** consists of a participle and its modifying adjuncts:

"He was found *waiting very impatiently*." "Hours spent *in idleness* bear bitter fruit." "He was at his desk, *writing a letter*."

3. An **infinitive phrase** consists of a verb in the infinitive and its modifying adjuncts:

"He promised *to return soon*"; "He promised *to return in half an hour*."

"Cervantes, the immortal genius of Spain, is supposed *to have wanted bread*."—*Disraeli*.

4. An **idiomatic phrase** is a peculiar mode of expression which is stamped by the usage of the language, but is not governed by the ordinary rules of grammar:

"*By and by*"; "*Hand in hand*."

*Form sentences containing a prepositional phrase;—a participial phrase;—an infinitive phrase;—an idiomatic phrase. Point out the phrases.*

142. Phrases are also distinguished according to their **uses**, as *substantive*, *adjective*, and *adverbial*. See §§ 7, 86.

### EXERCISE.

1. "Every man is a volume, if you know how to read him."—*Channing*.

2. "Stand not upon the order of your going, but go at once."—*Shakspeare*.

3. "He made his final sally forth upon the world, hoping all things, believing all things, little anticipating the chequered ills in store for him."—*Irving*.

4. "I swam ere I could recover the shore, five-and-thirty leagues, off and on, by this light."—*Shakspeare*.

5. "Men overpowered by distress eagerly listen to the first offers of relief, close with every scheme, and believe every promise."—*Johnson*.

6. "Absence of occupation is not rest;

A mind quite vacant is a mind distress'd."—*Cowper*.

*Point out the grammatical subjects in the foregoing sentences;—the grammatical predicates.*

*Point out the logical subjects;—the logical predicates.*

*Point out the prepositional phrases;—the participial phrases;—the infinitive phrases;—the idiomatic phrases.*

*Open your readers and point out examples of grammatical subjects;—of grammatical predicates.*



*Point out examples of logical subjects;—of logical predicates.*

*Point out examples of prepositional phrases;—of participial phrases;—of infinitive phrases.*

*Write sentences containing prepositional phrases;—participial phrases;—infinitive phrases;—idiomatic phrases.*

## COMPOSITION EXERCISE XX.

### VARIETY OF EXPRESSION.

#### Words Changed to Phrases, and Phrases to Words.

*Example.*—The Augustan age. *Changed:* The age of Augustus.

*Change the italicized words below to phrases;—the italicized phrases to words.*

1. "*Forewarn'd, forearmed.*"
2. "Nothing certainly is more magnificent than the imagination of a beggar."—*Irving.*
3. "The rays of happiness, like those of light, are *colorless* when unbroken."—*Longfellow.*
4. "Books, however, were the least part of the education of an *Athenian* citizen."—*Macaulay.*
5. "A man who gives his children habits of *industry*, provides for them better than by giving them a fortune."—*Whately.*
6. "Home, Sweet Home, was written by a *homeless* man."
7. "Whatever may be our natural talents, the art of writing is not acquired *all at once.*"
8. "A *wise* man will make more opportunities than he finds."—*Lord Bacon.*
9. "Like *angel-visits*, few and far between."—*Campbell.*

*Write sentences containing words that may be changed to phrases. Change them.*

*Write sentences containing phrases that may be changed to words. Change them.*

## REVIEW.

What is the grammatical subject of a sentence? Examples. The grammatical predicate? Examples.

What is the logical subject of a sentence? Examples. The logical predicate? Examples.

Name the different kinds of phrases. What is a prepositional phrase? Examples. A participial phrase? Examples. An infinitive phrase? Examples. An idiomatic phrase? Examples.

## MODIFICATIONS OF THE GRAMMATICAL SUBJECT.

**143.** The grammatical subject may be modified,—

1. By an **adjective**, either alone or in connection with its own adjuncts:

*"Eloquent speakers are not always good talkers"; "The most eloquent speakers are not always distinguished as writers."*

*"Pompey, jealous of Cæsar, labored to destroy his influence."*

2. By a **participle**, either alone or with its adjuncts:

*"The chiseled marble is itself the echo of poetic thought."*

*"An epithet or metaphor drawn from nature ennobles art."—Johnson.*

3. By a **verb in the infinitive**, either alone or with its adjuncts:

*"An insatiable desire to conquer was Alexander's leading characteristic."*

*"The way to gain a good reputation is to endeavor to be what you desire to appear."*

4. By a **noun or pronoun in the possessive case**:

*"The child's eye needs no horizon to its prospect."—Wilmott.*

*"His praise is lost who waits till all commend."—Pope.*

5. By a **noun or pronoun in apposition**, either alone or with its adjuncts:

*"I, Simon Clark, do hereby declare and publish."*

*"Oliver Wendell Holmes, an American physician and poet, was born in Cambridge, Mass., in 1809."*

6. By a **prepositional phrase**:

*"Reading without purpose is sauntering, not exercise."—Bulwer.*

*"A man of upright character is always respected."*

7. By an **entire clause**:

*"He that is much flattered soon learns to flatter himself."—Johnson.*

*Open your readers and point out examples of grammatical subjects modified by adjectives;—by participles;—by infinitives;—by possessives;—by nouns in apposition;—by prepositional phrases;—by entire clauses.*

*Form sentences containing grammatical subjects modified by adjectives;—by participles;—by infinitives;—by possessives;—by nouns in apposition;—by prepositional phrases;—by entire clauses.*

### **Punctuation.**

**144.** When the subject of a verb is extended to considerable length, it is generally separated from the verb by a comma :

“The effect of this universal diffusion of gay and splendid light, was to render the preponderating deep green more solemn.”—*Dwight.*

“How dearly it remembered the parent island, is told by the English names of its towns.”—*Bancroft.*

*Write sentences illustrating the above rule for punctuation.*

### **SIMPLE AND COMPOUND SUBJECTS.**

**145.** The subject of a sentence may be either **simple** or **compound**.

A **simple subject** is a single subject, either grammatical or logical :

“*Thought* is free.” “*An acre of performance* is worth the whole world of promise.”

In the second example, *acre* is the simple grammatical subject, and *an acre of performance* is the simple logical subject.

A **compound subject** consists of two or more simple subjects so connected as to form one joint subject of a verb :

“*Repose and cheerfulness* are the badge of the gentleman—repose in energy.”—*Emerson.*

“*The portraits and the statues of the honored dead* kindle the generous ambition of the youthful aspirant to fame.”—*Edward Everett.*

In the second example, the compound grammatical subject is composed of *portraits and statues*, and the compound logical subject is composed of *the portraits and the statues of the honored dead*.

*Open your readers and point out five or more simple grammatical subjects;—five or more simple logical subjects;—three or more compound grammatical subjects;—three or more compound logical subjects.*

*Form sentences containing simple grammatical subjects;—simple logical subjects;—compound grammatical subjects;—compound logical subjects.*

### EXERCISE.

1. "To read without reflecting is like eating without digesting."—*Burke*.

2. "He who has a superlative for everything, wants a measure for the great or small."

3. "Words once spoken can never be recalled."

4. "Our thoughts are ours; their ends are none of our own."—*Shakspeare*.

5. "Spring, the Raphael of the northern earth, stood already out of doors."

6. "The familiar seems trivial, and only the distant and unknown completely fill and satisfy the mind."—*Longfellow*.

7. "The veil which covers the face of futurity, is woven by the hand of mercy."—*Bulwer*.

8. "Obscurity and affectation are the two greatest faults of style."—*Macaulay*.

9. "In the process of ordinary distillation the liquid to be distilled is heated and converted into vapor in one vessel, and chilled and reconverted into liquor in another."—*Tyndall*.

10. "A cock, having found a pearl, said that a grain of corn would be of more value to him."

11. "The surest way not to fail, is to determine to succeed."—*Sheridan*.

12. "Now the bright morning star, day's harbinger,  
Comes dancing from the east."—*Milton*.

*Point out examples of grammatical subjects in the foregoing sentences;—of logical subjects.*

*Point out examples of grammatical subjects modified by adjectives;—by participles;—by verbs in the infinitive;—by possessives;—by nouns in apposition;—by prepositional phrases;—by clauses.*

*Point out examples of compound subjects.*

*Write sentences containing examples of grammatical subjects modified by adjectives;—by participles;—by verbs in the infinitive;—by possessives;—by nouns in apposition;—by prepositional phrases;—by clauses.*

*Write sentences containing compound subjects and point out the compound subjects.*

## MODIFICATIONS OF THE GRAMMATICAL PREDICATE.

**146.** The grammatical predicate may be modified,—

1. By a **direct object**, either alone or with its own modifying adjuncts.

"He reads *books*."

"He reads *many books*."

"He reads *books of little value*."

"He loves *to talk with mariners*."

2. By a **subjective complement**.\* A **subjective complement** is a word, phrase, or clause used to complete what is predicated of the subject:

"Virtue is *beauty*."—*Shakspeare*.

"To be employed is *to be happy*."—*Gray*.

"The truth is *that every man is, to a great extent, the creature of the age*."—*Macaulay*.

3. By an **objective complement**. An **objective complement** is a word or phrase used to complete what is predicated of the object:

"Six times they made Marius *consul*."

"Make yourself *easy* as to that, Kate."

"We saw the vessel *come into port*."

4. By an **adverbial**. An **adverbial** is a word, phrase, or clause used to perform the office of an adverb:

"He is *well* paid that is *well* satisfied."—*Shakspeare*.

"Deliver *me* the fort instantly."—*Bancroft*.

"The modern majesty consists *in work*."—*Carlyle*.

"Xenophon, with his large army, retreated *fifteen hundred miles*."

"Light griefs do speak, *while sorrow's tongue is bound*."

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\*A **complement** is that which fills up or completes.

*Open your readers and point out examples of grammatical predicates modified by direct objects;—by subjective complements;—by objective complements;—by adverbials.*

*Form sentences containing grammatical predicates modified by direct objects;—by subjective complements;—by objective complements;—by adverbials.*

### EXERCISE.

1. "Thought and language act and react upon each other."
2. "The Nile makes the valley fertile."
3. "Judging is balancing on account, and determining on which side the odds lie."
4. "He who knows right principles is not equal to him who loves them."
5. "Custom doth make dotards of us all."
6. "Long experience made him sage."
7. "Now came still evening on."

*Point out examples of grammatical predicates in the foregoing sentences;—of logical predicates.*

*Point out examples of grammatical predicates modified by direct objects;—by subjective complements;—by objective complements;—by adverbials.*

*Write sentences containing examples of grammatical predicates modified by direct objects;—by subjective complements;—by objective complements;—by adverbials.*

### ELLIPSIS.

**147.** Ellipsis is the omission of one or more words which are necessary to complete the grammatical construction.

#### *Examples.*

- "He is fitting for Yale [college]."
- "Sorrow turns the stars into mourners, and [turns] every wind of heaven into a dirge."
- "Education, [and] station, [and] sex, [and] age, and accidental associations, produce infinite shades of variety."—*Macaulay.*
- "Revenge is an act of passion; vengeance, [is an act] of justice."  
—*Johnson.*

*Open your readers and point out examples of ellipsis, and supply the parts omitted.*

*Form sentences and phrases containing examples of ellipsis, and tell what words are omitted.*

### ***Punctuation.***

**148.** Three or more successive words or phrases in the same construction, with or without conjunctions expressed, should generally be separated by commas :

“Little, Brown, and Company.” “Industry, honesty, and temperance are essential to happiness.” “There is still something to add, to alter, or to reject.”

*Write sentences illustrating the above rule for punctuation.*

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### **REVIEW.**

How may the grammatical subject be modified? Examples of each.

What is the rule for the use of the comma after the subject of a verb?

What is a simple subject? Examples. A compound subject? Examples.

How may the grammatical predicate be modified? Give examples of a direct object. What is a subjective complement? Examples. An objective complement? Examples. An adverbial? Examples.

What is Ellipsis? Examples.

Rule for the use of the comma when three or more successive words or phrases occur in the same construction.

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### **ORAL AND WRITTEN ANALYSIS.**

**149. Grammatical Analysis** is essential to a full and thorough understanding of the structure of sentences, and the various offices and relations of their component parts; but analysis is a means, not an end. The great end of all grammatical study is not *analysis*, but *synthesis*; not taking words apart, but putting them together.

*Note.*—Pupils should have frequent exercises in analysis till they are able to explain readily the relations and offices of the different parts of a sentence. As soon as this is accomplished, regular lessons in analysis should be dispensed with, but pupils should be called on occasionally to analyze sentences during their whole course in grammar and composition.

DIRECTIONS FOR ANALYZING.

**150.** 1. Tell whether the sentence is simple, complex, or compound.

2. If the sentence is simple, resolve it into its logical subject and logical predicate.

3. Point out the grammatical subject and the grammatical predicate.

4. Point out the modifying adjuncts of the subject and tell the office and relation of each word or phrase. Analyze the predicate in the same manner.

5. In analyzing a complex sentence, distinguish the principal and subordinate clauses and point out their connection. Tell whether the subordinate clauses are substantive, adjective, or adverbial, and point out their relations. Analyze each of the simple sentences.

6. In analyzing a compound sentence, resolve it into simple coördinate clauses and point out their connection. Analyze each of the simple sentences.

DIAGRAM ANALYSIS.

**151.** The analysis of a sentence may be illustrated by means of a **diagram**, or **map**, in which the structure of the sentence and its analysis into parts are clearly and distinctly presented to the eye.

CONSTRUCTION OF DIAGRAMS.

1. The grammatical subject and the grammatical predicate are written on the same line. Both are double-underlined and they are connected by a single line.

2. Modifying adjuncts are placed under the words which they modify.

[There are some practical advantages in having these adjuncts underlined, but the underlining can be employed or omitted, at the discretion of teachers.]



3. Words, phrases, or clauses that are grammatically connected are joined by lines; but when words, phrases, or clauses are used independently, the connecting lines are omitted.

4. When the predicate verb is transitive, its direct object is distinguished from other modifying adjuncts by double-underlining.

5. A small cross, X, is employed to show that a word must be supplied to complete the grammatical construction.

6. Words connected by coördinate conjunctions are written in their natural order and joined by connecting lines. When words are thus coördinately connected, a continuous line is placed under them all; or if that is impracticable, the connection of the coördinate parts is shown by a tie or brace.

### MODELS OF ANALYSIS.

#### 152. "Wise men are instructed by reason."

This is a simple sentence.

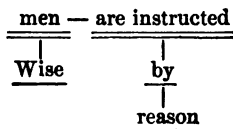
The logical subject is *wise men*; and the logical predicate is *are instructed by reason*.

The grammatical subject is *men*, and the grammatical predicate is *are instructed*.

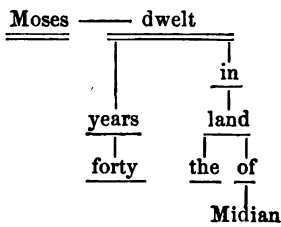
The grammatical subject *men* is modified by the adjective *wise*.

The grammatical predicate *are instructed* is modified by the prepositional phrase *by reason*. *Reason* is the object of the preposition *by*, which relates it to *are instructed*.

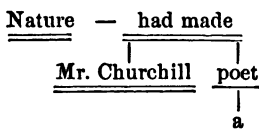
#### Diagram.



- 153.** "Moses dwelt forty years in the land of Midian."

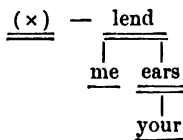


- 154.** "Nature had made Mr. Churchill a poet."



**See § 146.**

- 155.** "Lend me your ears."—*Shakspeare.*



- 156.** "Our country is ruined if it becomes too prosperous."—*B. B. Edwards.*

This is a complex sentence, of which the principal clause is *Our country is ruined*, and the subordinate clause is *it becomes too prosperous*. The clauses are connected by the conjunction *if*. The subordinate clause is adverbial, and modifies the verb *is ruined* in the principal clause.

**Analysis of the principal clause:** The logical subject is *our country*, and *is ruined* is the logical predicate.

The grammatical subject is *country*, and *is ruined* is the grammatical predicate.

**Country** is modified by the possessive pronoun *our*.

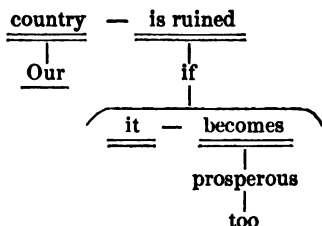
*Is ruined* is unmodified, except by the subordinate clause.

Analysis of the subordinate clause: The logical subject is *it*, and *becomes too prosperous* is the logical predicate.

The grammatical subject is *it*, and *becomes* is the grammatical predicate.

*It* is unmodified.

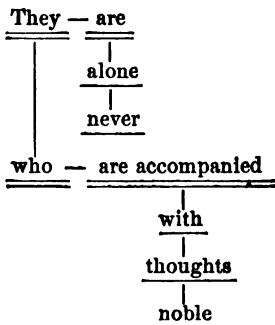
*Becomes* is modified by the predicate adjective *prosperous*, which is modified by the adverb *too*.



157. "They are never alone who are accompanied with noble thoughts."—*Sir Philip Sidney*.

This is a complex sentence, of which the principal clause is *they are never alone*, and the subordinate clause is *who are accompanied with noble thoughts*. The clauses are connected by the relative pronoun *who*, which relates to *they* in the principal clause, and is the subject of *are accompanied* in the subordinate clause. The subordinate clause is an adjective modifier of *they*.

[Other parts analyzed as in previous examples.]



158. "That you have wronged me doth appear in this."—*Shakspeare*.

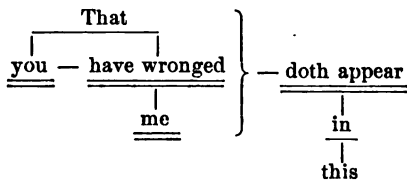
This is a complex sentence, in which a substantive clause is used as the subordinate clause of the sentence, and also as the subject of the principal clause.

The principal clause is the whole sentence, *That you have wronged me doth appear in this*; and the subordinate clause is *That you have wronged me*. The word *That* serves to introduce the substantive clause and to connect the principal and the subordinate clause.

The logical subject of the principal clause is *That you have wronged me*; and the logical predicate is *doth appear in this*.

The grammatical subject is *That you have wronged me*; and the grammatical predicate is *doth appear*.

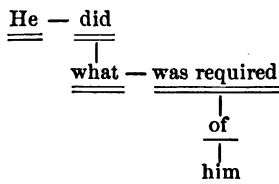
[Remainder of analysis as in previous examples.]



159. "He did what was required of him."

This is a complex sentence, of which the principal clause is *He did what* (as antecedent), and the subordinate clause is *what* (as relative) *was required of him*. The clauses are connected by the compound relative *what*, which is the object of *did* in the principal clause, and the subject of *was required* in the subordinate clause. The subordinate clause is an adjective modifier of *what*, taken as antecedent.

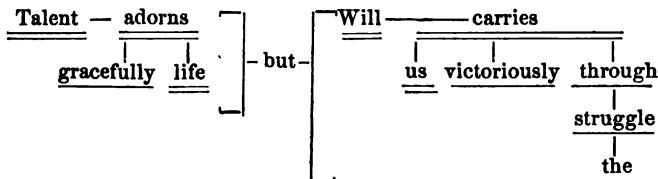
[Other parts analyzed as in previous examples.]



160. "Talent gracefully adorns life; but Will carries us victoriously through the struggle."

This is a compound sentence, of which the coördinate clauses are *Talent gracefully adorns life*, and *Will carries us victoriously through the struggle*. They are connected by the conjunction *but*.

[Clauses analyzed as in previous examples.]



161. "Scenes must be beautiful which daily viewed,  
Please daily, and whose novelty survives  
Long knowledge and the scrutiny of years."  
—Cowper.

This is a complex sentence, containing a principal clause and two subordinate clauses.

The principal clause is *Scenes must be beautiful*.

The subordinate clauses are,—

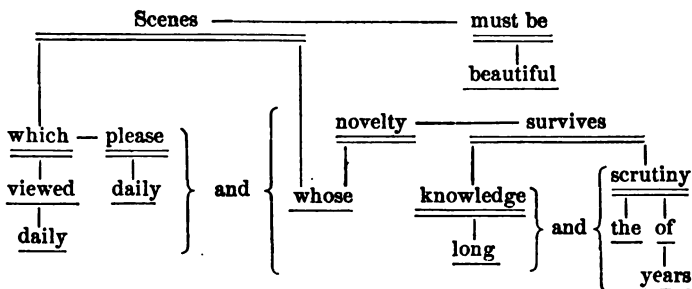
1. *Which daily viewed, please daily.*
2. *Whose novelty survives long knowledge and the scrutiny of years.*

The subordinate clauses are connected by the coördinate conjunction *and*.

The first subordinate clause is an adjective modifier of *scenes*. It is connected to the principal clause by the relative pronoun *which*, which is the subject of *please* in the subordinate clause, and relates to *scenes* in the principal clause.

The second subordinate clause is an adjective modifier of *scenes*. It is connected to the principal clause by the relative pronoun *whose*, which modifies *novelty* in the subordinate clause and relates to *scenes* in the principal clause.

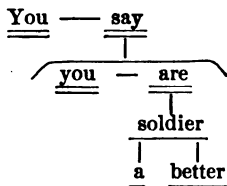
[Separate clauses analyzed as in previous examples.]



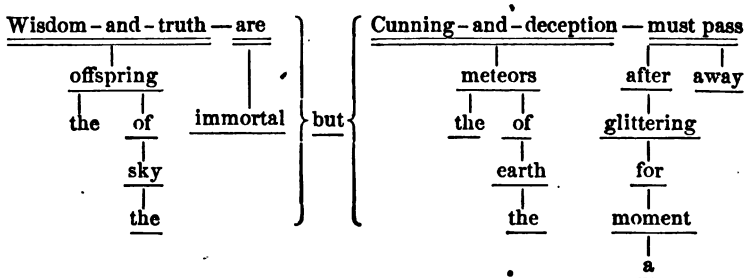
**162.** "You say you are a better soldier."

—*Shakspeare.*

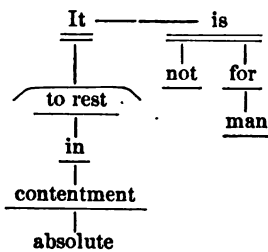
This is a complex sentence, in which the substantive clause *you are a better soldier* is used as the subordinate clause of the sentence. It is also the object of the verb *say* in the principal clause.



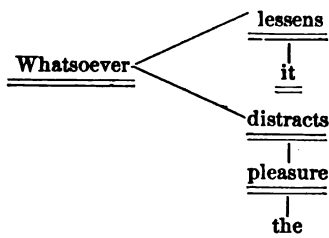
**163.** "Wisdom and truth, the offspring of the sky, are immortal; but cunning and deception, the meteors of the earth, after glittering for a moment, must pass away."—*Robert Hall.*



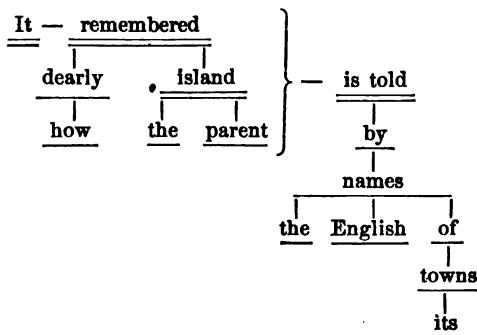
164. "It is not for man to rest in absolute contentment."—*Southey*.

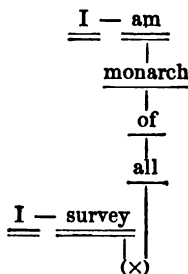


165. "Whatsoever distracts the pleasure, lessens it."—*Dryden*.



166. "How dearly it remembered the parent island, is told by the English names of its towns."—*Bancroft*.



167. "I am monarch of all I survey."—*Cowper*.

## COMPOSITION EXERCISE XXI.

## VARIETY OF CONSTRUCTION.

**Single simple sentences expanded into complex sentences.**

See § 134.

*Example.*—"At his death, public affairs fell into a chaos of disorder." *Expanded:* When he died, public affairs fell into a chaos of disorder.

*Expand the following simple sentences into complex sentences:*

1. "The republic of Sparta had two magistrates, called kings."

2. "Lexington, famous as the scene of the first conflict in the Revolutionary war, is a town about eleven miles northwest from Boston."

3. "The foreign commerce of the Romans appears very unimportant, compared with the extensive mercantile transactions of our own times."

4. "Phœnicia was little more than a narrow strip of ground situated between Mount Libanus and the sea."

5. "Braddock's defeat was a memorable event in the French and Indian war, preceding the American Revolution."

*Write simple sentences and expand them into complex sentences.*

*Write complex sentences and resolve them into simple ones.*



## PARSING.

**168. Note.**—Pupils should have sufficient practice in parsing to be able to give all the etymological modifications and syntactical relations of words in ordinary discourse. As soon as this is accomplished, formal exercises in parsing should be dispensed with; but pupils should be called on to parse some of the more difficult words at all stages of their progress. It will generally be best to omit the etymological modifications and give only the syntax. See § 173.

Teachers should take special pains to render exercises in parsing as *intellectual* as possible. Pupils should be taught that correct *parsing* always requires correct *thinking*, and that it is indispensably necessary for them to understand thoroughly *the sense* of any piece of writing before they attempt to parse it. They should be required to explain the more difficult passages by transposing the order of the words, or by expressing the sense in their own language; but the words employed by the author should be preserved unaltered in parsing.

**169. Parsing** is naming the part of speech to which a word belongs, and giving its class, properties, and relations.

## ORDER OF PARSING.

**170.** The following **order of parsing** will serve as a general guide for classes of beginners:

**Nouns.**—A noun; common or proper; gender; person; number; case; syntax and rule.

**Pronouns.**—A pronoun; class; gender; person; number;—if a relative pronoun, point out its antecedent;—case;—decline it, if declinable;—syntax and rule.

**Adjectives.**—An adjective; class; degree of comparison, if comparable, and all its forms of comparison; syntax and rule. *If an article:*—An article; definite or indefinite; syntax and rule.

**Verbs.**—A verb; regular or irregular; principal parts; transitive or intransitive;—if transitive, tell whether it is in the active or passive voice; mode; tense; person and number; syntax and rule. *If a participle:*—A participle; principal parts of the verb; perfect or imperfect; transitive or intransitive;—if transitive, tell whether it is in the active or passive voice;—syntax and rule.

**Adverbs.**—An adverb; class, if readily referred to a class; syntax and rule.

**Prepositions.**—A preposition; syntax and rule.

**Conjunctions.**—A conjunction; coördinate or subordinate; syntax and rule.

**Interjections.**—An interjection; rule.

### MODELS OF PARSING.

[Models of parsing are inserted here for convenient reference.]

171. "Ceremonies are different in every country; but true politeness is everywhere the same."—*Goldsmith*.

**Ceremonies** is a common noun; neuter gender; third person; plural number; nominative case; and subject of the verb *are*.

The subject of a finite verb is put in the nominative case. § 174.

**Are** is an irregular verb,—*am* or *be*, *was*, *been*; intransitive; indicative mode; present tense; third person, plural; and agrees with its subject *ceremonies*. A verb must agree with its subject in number and person. § 202.

**Different** is a qualifying adjective; positive degree,—*different*, *more different*, *most different*; and belongs to *ceremonies*. Adjectives belong to the nouns or pronouns which they qualify or limit. § 189.

**In** is a preposition, and shows the relation between *country* and *different*. Prepositions connect words and show the relation between them. § 227.

**Every** is a limiting adjective, and belongs to *country*. Adjectives belong to the nouns or pronouns which they qualify or limit.

**Country** is a common noun; neuter gender; third person; singular number; objective case; object of the preposition *in*. Prepositions govern the objective case. § 230.

**But** is a coördinate conjunction, and connects the two clauses of the sentence. Conjunctions connect words or sentences. § 235.

**True** is a qualifying adjective; positive degree,—*true*, *truer*, *truest*; and belongs to *politeness*. Adjectives belong to the nouns or pronouns which they qualify or limit.

**Politeness** is a common noun; neuter gender; third person; singular number; nominative case; subject of the verb *is*. The subject of a finite verb is put in the nominative case.

**Is** is an irregular verb,—*am* or *be*, *was*, *been*; intransitive; indicative mode; present tense; third person, singular; and agrees with its subject *politeness*. A verb must agree with its subject in number and person.

**Everywhere** is an adverb of place, and modifies *same*. Adverbs modify verbs, adjectives, and other adverbs. § 220.

**The** is a definite article, and modifies the adjective *same*. § 197.

**Same** is a limiting adjective, and belongs to *politeness*. Adjectives belong to the nouns or pronouns which they qualify or limit.

172. “O grant an honest fame or grant me none.”—*Pope*.

**O** is an interjection. Interjections have no grammatical relation to the other words of a sentence. § 242.

**An** is an indefinite article, and belongs to *fame*. Adjectives belong to the nouns or pronouns which they qualify or limit.

**Me** is a personal pronoun; masculine gender; first person; singular number; objective case,—nom. *I*, poss. *my* or *mine*, obj. *me*, ind. *me* or *I*; indirect object of the verb *grant*. Transitive verbs govern the objective case. Transitive verbs of asking, teaching, giving, and some others, are often employed to govern two objects, one direct and the other indirect. §§ 208, 210.

### MODEL OF SYNTACTICAL PARSING.

173. “Sweet flowers are slow, but weeds make haste.”—*Shakspeare*.

The adjective *sweet* qualifies the noun *flowers*.

The noun *flowers* is the subject of the verb *are*.

The verb *are* agrees with its subject *flowers*.

The predicate adjective *slow* modifies the noun *flowers*. See § 189.

The conjunction *but* connects the two coördinate clauses of the sentence.

The noun *weeds* is the subject of the verb *make*.

The verb *make* agrees with its subject *weeds*.

The noun *haste* is the object of the transitive verb *make*.

**REVIEW.**

What is the first direction for the complete analysis of a sentence? Give the directions for analyzing a simple sentence;—a complex sentence;—a compound sentence.

How may the analysis of a sentence be illustrated? In the construction of diagrams, give the directions for the grammatical subject and the grammatical predicate;—for modifying adjuncts;—for words, phrases, and clauses grammatically connected;—used independently;—for the direct object;—the omission of a word;—words connected by coordinate conjunctions.

Define Parsing. Give the order of parsing for each part of speech.

# RULES OF SYNTAX.

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## NOMINATIVES.

**174.** The subject of a finite verb must be in the nominative case :

“The *moon* shines with borrowed light.”

*Parse the subject nominatives of the following sentences. See Models, § 171.*

“Revenge dwells in little minds.”—*Blair*.

“We should always prefer duty to pleasure.”

*Take your readers and point out five or more subject nominatives and the verbs agreeing with them.*

*Form sentences and point out the subject nominatives and the verbs that agree with them.*

## APPOSITION.

**175.** A noun or pronoun used to identify or explain another noun or pronoun, is put, by apposition, in the same case :

“Webster, the *lexicographer*, wrote an English Grammar.”

A noun may be put in apposition with a phrase or a sentence :

“He permitted me to make free use of his valuable library; a *kindness* which I shall remember with gratitude.”

In the reciprocal phrases *one another* and *each other*, a word in the singular is made to represent one of the component parts of a plural :

“Friends confide in *each other*.” “They stood looking at *one another*.” In these sentences, *each* is in apposition with *friends*, and *other* is governed by *in*; *one* is in apposition with *they*, and *another* is governed by *at*.

*Parse the word frogs in the following sentence:*

"Those green-coated musicians, the frogs, make holiday in the neighboring marshes."—*Longfellow*.

*Take your readers and point out nouns in apposition.*

*Form sentences containing five or more nouns in apposition;—containing a word in the singular in apposition with a plural.*

### ***Punctuation.***

**176.** When a word and a phrase, or two or more phrases, are in apposition, they should generally be separated from each other and from the rest of the sentence by commas:

*"Chaucer, the father of English poetry, passed a great part of his life at the court of Edward III."*

But when two words in apposition, with or without adjuncts, are closely united so as to form a single phrase, they should not be separated by a comma:

*"The poet Longfellow has written beautiful prose."* "What we learn in our youth grows up with us, and in time becomes a part of the mind itself."

When words in the predicate are put in apposition with words in the subject, no comma is required:

*"He returned a friend who came a foe."*—*Pope*.

*Write sentences illustrating the above rules for punctuation.*

### **POSSESSIVES.**

**177.** A noun or pronoun in the possessive case is governed by the noun which it defines or limits.

*"Cicero's orations"; "The nightingale's song is sweet."*

When the thing possessed belongs to two or more possessors jointly, the sign is annexed to the last only of the possessive nouns:

*"Mason and Dixon's line"; "Allen and Greenough's Grammar."*

But when different things of the same name belong to two or more possessors separately, the sign should be annexed to each possessive:

Webster's and Worcester's Dictionaries; that is, Webster's Dictionaries and Worcester's Dictionaries. John's, Henry's, and William's books.

Two or more words closely united and forming essentially one compound name have the sign of possession annexed to the last only:

*"George Washington's administration."* *"George the Fourth's reign."*

*"The Duke of Wellington's palace."*

When two or more possessive nouns in apposition define or limit a noun expressed, the sign is annexed to the last only:

*Newton the philosopher's discoveries.*

*Parse the word sorrow's in the following sentence:*

*"Patience is sorrow's salve."*—Churchill.

*Take your readers and point out five or more possessives.*

*Form sentences containing five or more possessives.*

### EXERCISE.

1. *"Ferdinand and Isabella's reign."*

2. *"Johnson was laid in Westminster Abbey among the eminent men of whom he had been the historian, Cowley and Denham, Dryden and Congreve, Gay, Prior, and Addison."*—Macaulay.

3. *"I've heard*

*Dame Mercy Warren's rousing word."*—Whittier.

4. *"All powerful souls have kindred with each other."*—Coleridge.

5. *"Rasselas was written in the evenings of one week, to defray the expenses of Johnson's mother's funeral."*—Cunningham.

*Parse the italicized words in the foregoing examples.*

*Give the syntax of the words that are in full-face type.*

*Analyze the last two examples.*

*Open your readers and select nominatives;—nouns or pronouns in apposition;—possessives;—and give the syntax of each.*

*Write sentences containing nominatives;—nouns or pronouns in apposition;—ordinary possessives;—possessives denoting that the thing possessed belongs to two or more possessors jointly;—containing two or more words forming essentially one compound noun in the possessive.*

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## COMPOSITION EXERCISE XXII.

### CHANGING POETRY TO PROSE.

Poetry may be changed to prose by transposing the words and arranging them in their natural order, using, as far as practicable, the words of the original.

### ILLUSTRATIONS.

“Tired Nature’s sweet restorer, balmy sleep!  
He, like the world, his ready visit pays  
Where Fortune smiles.”—*Young*.

*Changed:* Balmy sleep, the sweet restorer of tired Nature, pays his ready visit, like the world, where Fortune smiles.

“Beneath those rugged elms, that yew-tree’s shade,  
Where heaves the turf in many a mouldering heap,  
Each in his narrow bed forever laid,  
The rude forefathers of the hamlet sleep.”—*Gray*.

*Changed:* The rude forefathers of the hamlet sleep beneath those rugged elms, beneath that yew-tree’s shade, where the turf heaves in many a mouldering heap; each laid forever in his narrow bed.

*Change the following passage to prose:*

“Beside yon straggling fence that skirts the way,  
With blossom’d furze unprofitably gay,  
There, in his noisy mansion, skill’d to rule,  
The village master taught his little school;  
A man severe he was, and stern to view,—  
I knew him well, and every truant knew.”—*Goldsmith*.

[Add similar exercises.]



## INDEPENDENT CASE.

**178.** When a noun or pronoun is used absolutely, having no dependence on any other word, it is in the independent case :

“The fault, dear *Brutus*, is not in our stars, but in ourselves.

This rule applies,—

(1) When a direct address is made, and the noun or pronoun has no dependence on the rest of the sentence :

“O mighty *Cæsar*, dost thou lie so low ?”—*Shakspeare*.

This is the case independent **by address**.

(2) When a noun or pronoun is joined with a participle, having no dependence on any other word :

“*Honor* being lost, all is lost.”

This is the case independent **with a participle**.

(3) When a noun is used to introduce the subject of remark, and then left independent of the rest of the sentence :

“The stately *homes* of England,  
How beautiful they stand !”—*Mrs. Hemans*.

This is the case independent **by pleonasm**.

(4) When a noun or pronoun is used to express an exclamation and has no dependence on any other word :

“Oh, the *miseries* of war !”

This is the case independent **by exclamation**.

(5) When a noun is used *abstractly* after an infinitive or participle :

“To be the *slave* of passion is of all slavery the most wretched.”

*Parse the word Plato in the following sentence :*

“It must be so — *Plato*, thou reasonest well !”—*Addison*.

*Take your readers and point out examples of nouns in the independent case.*

*Form sentences containing nouns in the independent case by address ;—with a participle ;—by pleonasm ;—by exclamation.*

**Punctuation.**

**179.** The independent case with its adjuncts should be separated from the rest of the sentence by commas :

"The wind being favorable, we set sail."

"Rejoice, you men of Angiers, ring your bells."—*Shakspeare*.

*Write sentences illustrating the above rule for punctuation.*

**PRONOUNS.**

**180.** Pronouns must agree with their antecedents in gender, number, and person :

"The man *who* loves *his* country will lend *his* aid for *its* defense."

**181.** The neuter pronoun **it** has a variety of peculiar uses, most of which are **introductory**. It is employed,—

(1) To represent a noun or pronoun in the plural number :

"*It is* the dews and showers that make the grass grow."

(2) To represent a noun or pronoun in the masculine or feminine gender :

"*It was a son* of the judge." "*It is* the queen."

(3) To represent a noun or pronoun in the first or second person :

"*It is I.*" "*Is it you?*"

(4) As a preparatory subject, anticipating a substantive clause or an infinitive phrase, which it represents :

"*It is necessary that we should submit to be governed.*" "*In Rome, it was deemed a crime to despair of the Republic.*"

(5) **It** is also used in a vague and indefinite sense :

"*It rains.*" "*It is cold.*" "*During this time they had lorded it over the land with absolute sway.*"—*Prescott*. "*Come and trip it as you go.*"—*Milton*.

*Parse the word they in the following sentence :*

"People seldom improve when they have no model but themselves to copy after."—*Goldsmith*.

*Take your readers and point out personal and relative pronouns and their antecedents.*

*Form sentences containing personal and relative pronouns, and name their antecedents.*

*Form sentences containing examples of the pronoun it used to represent a noun or pronoun in the plural number;—in the masculine or feminine gender;—in the first or second person;—used as a preparatory subject;—used in a vague and indefinite sense.*

### EXERCISE.

1. "Lend me your song, *ye nightingales*."—*Thomson*.
2. "To be a good *traveler* argues one no ordinary philosopher."—*Tuckerman*.
3. "*It* is they."
4. "**William** the Norman having conquered England, the French language was introduced into the court."
5. "When a strong brain is weighed with a true heart, it seems to me like balancing a bubble against a wedge of gold."—*Holmes*.
6. "O *Time and Change!* with hair as gray  
As was **my** sire's that winter day."—*Whittier*.
7. "My **banks**, *they* are furnished with bees."—*Shenstone*.
8. "**It** is a strange thing how little in general people know about the sky."—*Ruskin*.
9. "*It* is not he *that* searches for praise **who** finds it."

*Parse the italicized words in the foregoing examples. See § 170.*

*Give the syntax of the words that are in full-face type. See § 173.*

*Analyze the last two examples.*

*Take your readers and select nouns or pronouns used independently. Select five or more personal pronouns and five or more relative pronouns, and give the syntax of each.*

*Write sentences containing a noun or pronoun in the case independent by address;—with a participle;—by pleonasm;—by ellipsis;—by exclamation;—containing examples of it used to represent a word in the plural;—a word in the masculine or feminine gender;—a word in the first or second person;—used as a preparatory subject;—used in a vague, indefinite sense.*

## COMPOSITION EXERCISE XXIII.

## PICTURES.

Pictures may be employed to furnish interesting and suggestive topics for composition.

Let the subject assigned be *A Picture of different kinds of Vessels on the Ocean, with Lighthouse, Sea-birds, etc.*

*Topics suggested.*—Extent of the ocean; why salt; tides; inhabitants; shells; appearance in storm and calm; usefulness; different kinds of ships; construction; rigging; steamers; navigation; mariner's compass; sea-birds; lighthouses.

Criticisms and corrections.

[Add similar exercises from other pictures, omitting the suggestive topics.]

**182.** When two or more singular antecedents, denoting different objects, are taken jointly, the pronoun must be in the plural number:

Virtue and good breeding render *their* possessor truly amiable."

When the antecedents are of different persons, the pronouns should be of the first person if either of the antecedents is of the first person; but if neither of the antecedents is of the first person, the pronoun should be of the second person:

"James and I have finished *our* lessons." "You and Henry shared it between *you*."

*Form a sentence containing a plural pronoun relating to two or more singular antecedents;—a sentence containing a pronoun that has two or more antecedents of different persons.*

**183.** When two or more singular antecedents are so connected that the pronoun represents each of them separately, or one of them exclusively, the pronoun must be in the singular number:

"Every good act and every good purpose will receive *its* reward."

"The butler, and not the baker, was restored to *his* office."

**184.** When a singular and a plural antecedent are

connected by *or* or *nor*, the pronoun representing them should be in the plural number :

Neither he nor his friends have interested *themselves* in this subject.

*Form a sentence containing a pronoun in the singular representing two or more singular antecedents;—containing a pronoun that represents a singular and a plural antecedent connected by or.*

**185.** When pronouns, or nouns and pronouns, of different persons, are joined in the same construction, the third person should precede the first, and the second should precede both the first and the third :

“My brother and I were detained.” “You and Charles and I were engaged in the same transaction.”

*Form a sentence containing pronouns, or nouns and pronouns, of different persons, joined in the same construction.*

**186.** The relative pronoun should be so placed that it will relate to the nearest preceding noun or pronoun, or to some word that shows by its connection or importance what relation is intended.

*Erroneous Construction.*—“He is unworthy of the confidence of a fellow-being that disregards the laws of his Maker.” *Corrected:* “He *that* disregards the laws of his Maker is unworthy of the confidence of a fellow-being.”

*Form sentences illustrating the correct and the incorrect position of the relative.*

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### Uses of **WHO**, **WHICH**, and **THAT**.

**187.** When the relative clause is used coördinately, *who* or *which* should be employed :

“Here comes a native, *who* [and he] may be able to tell us the name of this river.” “These words were received with a shout of joy, *which* was heard in the street below.”—*Macaulay*.

When the relative clause is used to limit or restrict the antecedent, good writers sometimes employ *that*, and sometimes *who* or *which*. That form should be employed which contributes most to the euphony of the sentence :

"Uneasy lies the head *that* wears a crown."—*Shakspeare*.

"He *who* plants an oak, looks forward to future ages, and plants for posterity."—*Irving*.

**188.** The relative *that* should be employed in preference to *who* or *which*,—

(1) When its use prevents an unpleasant repetition of either of these pronouns :

"Who *that* is not blinded by prejudice will believe this report?"

(2) When persons form a part only of the antecedent :

"The men and supplies *that* we sent for."

(3) When its use prevents ambiguity :

"I met the guide *that* conducted us over the mountain." The use of *who* in this sentence would render it ambiguous, and it might be understood to be equivalent to "I met the guide and he conducted us over the mountain."

*Form sentences containing relatives in clauses used coördinately;—containing examples of that used to prevent an unpleasant repetition of who or which;—used when persons form a part only of the antecedent;—used to prevent ambiguity.*

### EXERCISE.

1. "Knowledge and timber should not be much used until **they** are seasoned."—*Holmes*.

2. "Neither the officer nor his soldiers regained **their** camp that night."

3. "**You** and your brother and *I* have done all **we** could to reclaim him."

4. "Ulysses spake of the men and the cities *that* he had seen."

5. "Every state, and almost every county, of New England, has its Roaring Brook."—*Longfellow*.

6. "It is not he *who* sings loudest and jokes most **that** has the lightest heart."—*Irving*.

*Parse the italicized words in the foregoing examples. See § 170.*

*Give the syntax of the words that are in full-face type. See § 172.*

*Analyze the last two examples.*

*Write sentences containing relatives in clauses used coördinately;—containing examples of that used to prevent an unpleasant repetition of who or which;—used when persons form a part only of the antecedent;—used to prevent ambiguity.*

*Write sentences containing a plural pronoun used to represent two or more singular antecedents;—a pronoun having two or more antecedents of different persons;—a pronoun in the singular representing two or more singular antecedents;—a pronoun representing a singular and a plural antecedent connected by or or nor;—pronouns, or nouns and pronouns, of different persons joined in the same construction.*

*Write an example in two forms illustrating the danger of ambiguity from a wrong position of the relative.*

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## REVIEW.

Give the rule for nominatives. Examples. Rule for apposition. Examples. Explain the reciprocal phrases *one another* and *each other*.

Rule for possessives. Examples. Sign of possession when the thing possessed belongs to two or more possessors jointly. Examples. Sign of possession when two or more words form one compound name. Examples.

Rule for independent case. Five classes of nouns and pronouns in the independent case. Examples of each.

Rule for agreement of pronouns. Examples. Peculiar uses of *it*. Examples of each. When should *who* or *which* be employed? When should the pronoun used be governed by the euphony of the sentence? When should the relative *that* be employed? Examples.

Number of a pronoun representing two or more singular antecedents, taken jointly. Examples. Agreement of a pronoun with two or more antecedents of different persons. Examples. Agreement of a pronoun with two or more singular antecedents taken separately, or with one exclusively. Examples. Agreement of a pronoun with a singular and a plural antecedent, connected by *or* or *nor*. Example. Person of a pronoun representing antecedents of different persons. Examples. Rule respecting the position of relatives. Example.

Rules for commas when words or phrases are in apposition. Rule when the independent case occurs.

## COMPOSITION EXERCISE XXIV.

## CONVERSATION.

Let an interesting narrative, or description, or biographical sketch, be read in the class and made the basis of a conversation.

Criticisms and suggestions.

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## ADJECTIVES.

**189.** Adjectives belong to the nouns or pronouns which they qualify or limit:

"*Good* books"; "*These* hours."

When an adjective is joined to a noun or pronoun by means of a verb, it is called a *predicate adjective*:

"The day grows *warm*."

An adjective is sometimes used to qualify a phrase or a sentence:

"To be blind is *calamitous*." "That he should have refused the appointment is *extraordinary*."

An adjective is often used to qualify a noun and another adjective, taken as one compound term:

"A *venerable* old man"; "The *best* upland cotton."

**190.** When an adjective is employed to express a comparison between two objects only, or between objects of two different classes, it should generally take the form of the comparative:

"Homer was the *greater* genius; Virgil, the *better* artist."—*Pope*.  
"George is *taller* than John."

Sometimes, however, the superlative form is employed when only two objects are compared:\*

"The *largest* boat of the two was cut loose."—*Cooper*. "I think the English one rather the *best* of the two."—*Lockhardt*.

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\* We often wish to express the highest or lowest degree of quality in the objects considered, whether two or more. In such cases the strength of the expression is often weakened by employing the comparative adjective, even when we are considering but two objects.



When a comparison is expressed between more than two objects of the same class, the superlative degree is employed:

"This was the *noblest* Roman of them all." "The *last* day of the year."

*Form sentences illustrating the correct use of comparative and superlative degrees.*

**191.** In the use of comparative and superlative adjectives, care should be taken not to include a noun or pronoun in a class to which it does not belong, nor exclude it from a class to which it does belong.

Thus it would be improper to say "Socrates was wiser than any Athenian," because Socrates was himself an Athenian. The correct form would be, "Socrates was wiser than any *other* Athenian," or "Socrates was the wisest of the Athenians." The following sentence is also erroneous:—"The vice of covetousness, of *all others*, enters deepest into the soul." Covetousness is not one of the *other* vices.

*Form sentences illustrating the inclusive and exclusive use of comparative and superlative adjectives.*

**192.** Double comparatives and superlatives, as *worser*, *most straightest*, should be carefully avoided.

*Form sentences illustrating the caution respecting double comparatives and superlatives.*

The word *lesser* is often used by good writers:

"*Lesser* Asia." "Of *lesser* note."—*Goldsmith*. "With thousand *lesser* lights."—*Milton*.

**193.** An adjective is sometimes employed to qualify a noun or pronoun, and also to modify the sense of a verb:

"The door was painted *green*." The adjective *green* here qualifies the noun *door*, and modifies the verb *was painted*. Adjectives of this class may be called *adverbial adjectives*.

*Form sentences containing adverbial adjectives.*

**194.** An adjective is sometimes used *absolutely*, having no direct reference to any noun or pronoun:

"The desire of being *happy* reigns in all hearts." "To be *wise* and *good* is to be *great* and *noble*."

**195.** Adjectives should be so placed as to show clearly which nouns they are intended to qualify.

Thus, instead of saying "This *disconsolate* soldier's widow," we should say "This soldier's *disconsolate* widow."

*Form sentences illustrating the correct and incorrect position of adjectives.*

**196.** **First three, last three**, etc.; or **three first, three last**, etc. Both of these forms are sanctioned by good usage, but the form **first three, last three**, etc., is more frequently employed than the other, and is generally to be preferred:

"The *first eighteen* years."—*N. A. Review*. "The history of the world for the *last fifty* years."—*E. Everett*. "During the *last seven or eight* years."—*Brougham*. "For the *first ten* minutes."—*Cooper*.

The expressions **three first, two last**, etc., are also fully sanctioned by good usage:

"My *two last* letters."—*Addison*. "At the *two last* schools."—*Johnson*. "The *two first* years."—*Bancroft*. "The *two first* days."—*Irving*. "The *four first* centuries."—*Prescott*.

## ARTICLES.

**197.** The article **a** or **an** is used with nouns in the singular number:

*A* book; *an* orange; *a* crowd.

The article **the** is used with nouns in either number.

*The* house; *the* trees; *the* Greeks.

**198.** Articles are sometimes used to modify the sense of other adjectives:

"*A few* days"; "*A thousand* years"; "So much *the stronger* proved he."

*Form sentences containing articles used to modify the sense of other adjectives.*

The article *the* is sometimes used to modify the sense of an adverb:

"*The longer* you delay, *the more* your difficulties will increase."

**199.** When two or more adjectives standing in connection are used to describe different objects of the same name, the article should generally be placed before each of them:

"*A red and a white flag*"; that is, two flags, one red and the other white.

But when no ambiguity is likely to arise from the omission of the article, its repetition is not essential:

Thus we may say, with equal propriety, "The fourteenth and the fifteenth century," or "The fourteenth and fifteenth centuries."

**200.** When two or more adjectives are used to describe the same object, the article should generally be employed before the first only:

"*A red and white flag*"; that is, one flag, both red and white.

*Form sentences illustrating the correct use of the article when two or more adjectives describe different objects of the same name;—when they describe the same object.*

**201.** A noun taken in its widest and most general sense is commonly used without an article:

"*Man* is mortal." "*Vice* is odious." "*Iron* is the most useful of the metals."

### EXERCISE.

1. "*A good book is the best of friends.*"—*Tupper.*
2. "*Man is made great or little by his own will.*"
3. "*We make ourselves more injuries than are offered to us.*"  
—*Feltham.*
4. "*These court the beam of milder climes.*"—*Thomson.*
5. "*The Alhambra, like a slighted beauty, sat in mournful desolation among her neglected gardens.*"—*Irving.*

*Parse the italicized words in the foregoing examples.*

*Give the syntax of the words that are in full-face type.*

*Analyze the last two examples.*

*Open your readers and select qualifying adjectives;—limiting adjectives, including articles,—give the syntax of each.*

*Write sentences containing qualifying adjectives;—limiting adjectives, including definite and indefinite articles;—adjectives expressing a comparison between two objects only;—between more than two objects.*

*Write sentences illustrating the inclusive and exclusive use of comparative and superlative adjectives;—containing adverbial adjectives;—sentences illustrating the correct use of the article when two or more adjectives describe different objects of the same name;—when they describe the same object.*

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### REVIEW.

Give the general rule for adjectives. General directions respecting the use of comparatives and superlatives. Examples. Rule respecting the inclusive and exclusive use of comparatives and superlatives. Examples. Double comparatives and superlatives. Examples. Adverbial adjectives. Examples. Rule respecting the position of adjectives. Illustrate. The use of numerals before or after the adjectives *first* and *last*.

When is the article *a* or *an* used? When the article *the*? Use of the article when two or more adjectives describe different objects of the same name. Examples. When they describe the same object. Examples. Rule when a noun is taken in its widest sense. Examples.

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### COMPOSITION EXERCISE XXV.

#### CONVERSATION.

If the class, or any portion of it, can visit a menagerie, a museum, a ship, a fair, a brickyard, a mill, or any other object of interest, this may be taken as a subject for a conversational exercise.

A Forest; Ornamental Trees; Fruit Trees; A Landscape; A Farm; Foreign Fruits; The Town or City in which the Pupils Live; Trades and Professions; Excursions; Picnics; Hunting; Fishing; Gathering Wild Flowers; The Changes which Manners and Customs undergo, are examples of fruitful and interesting subjects.

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### VERBS — AGREEMENT.

**202.** A verb must agree with its subject in number and person :

"I *hear*"; "You *see*"; "Thou *seest*"; "He *reads*."

**203.** When a collective noun conveys the idea of individuals taken separately, the verb should be plural:

“The assembly *were divided* in their opinions.”

When the idea is that of one collective whole, the verb should be singular.

“The nation *is* powerful.”

When this distinction is not clearly made, usage inclines to the plural.

*Form sentences containing both singular and plural verbs that agree with collective nouns.*

**204.** When two or more singular subjects denoting different persons or things are connected by *and*, expressed or understood, the verb should be in the plural number:

“Mendelssohn and Mozart *were* eminent composers.” “The air, the earth, the water, *teem* with delighted existence.”

**205.** When two or more singular subjects denoting the same person or thing are connected by *and*, the verb agreeing with them must be singular:

“This renowned patriot and statesman *has retired* to private life.”

*Form sentences containing verbs that agree with two or more singular subjects connected by and.*

**206.** When two or more singular subjects are so connected that the verb agrees with each subject separately, or with one of them exclusively, the verb must be in the singular number:

“Duty, and not interest, was his constant rule of action.” “Pompey, as well as Cæsar, was a distinguished general.”

“Every tongue and every eye  
*Does* homage to the passer by.”

**207.** When a singular and a plural subject are connected by *or* or *nor*, the verb should be plural, and the plural subject should generally be placed next to the verb:

“Neither poverty nor riches *were* injurious to him.”

*Form sentences containing verbs that agree with each of two or more singular subjects, or with one of them exclusively;—with a singular and a plural subject connected by or or nor.*

## EXERCISE.

1. "Every nation **has** its popular songs."—*Longfellow*.
2. "Mankind *have* a great aversion to intellectual labor."—*Johnson*.
3. "Neither the telegraph nor railroads *were known* when Boston was settled."
4. "Time and tide **wait** for no man."
5. "My poverty but not my will **consents**."—*Shakspeare*.
6. "The Natural Bridge of Virginia *is* one of the most celebrated natural arches in the world."

*Parse the italicized words in the foregoing examples.*

*Give the syntax of the words that are in full-face type.*

*Analyze the last two examples.*

*Write sentences containing both singular and plural verbs that agree with collective nouns;—containing verbs that agree with two or more singular subjects connected by and;—that agree with each of two or more singular subjects, or with one of them exclusively;—with a singular and a plural subject connected by or or nor.*

## COMPOSITION EXERCISE XXVI.

## PARAPHRASING.

*Paraphrasing* is expressing the meaning of a passage in different words.

## DIRECTIONS FOR PARAPHRASING.

1. Study the passage till you are sure you understand its exact meaning.
2. Be careful to express as nearly as possible the exact meaning of the original passage.
3. Let the words be changed as far as practicable; but when no equivalents can be found, the words of the original may be retained.
4. The form and construction of the sentences may be changed at pleasure.
5. In paraphrasing poetry, the construction should be changed to the natural prose order and arrangement of words.

*Examples.*

"Anguish of mind has driven thousands to suicide; anguish of body, none. This proves that the health of the mind is of far more consequence to our happiness than the health of the body, although both are deserving of much more attention than either of them receives."—*Colton.*

## PARAPHRASE.

Mental agony has urged large numbers onward to self-destruction; not so with bodily suffering. Hence we see that our enjoyment of life depends much more upon a healthy condition of the mind than upon a healthy condition of the body, though we do not give to either of them the care which it deserves.

"This mournful truth is everywhere confess'd,  
Slow rises worth by poverty depressed."—*Johnson.*

## PARAPHRASE.

This sad fact is admitted by all, that merit, held down by indigence, does not soon become known and acknowledged.

*Paraphrase the following passages:*

"Be humble and gentle in your conversation; of few words, I charge you, but always pertinent when you speak; hearing out before you attempt to answer, and then speaking as if you would persuade, not impose."—*William Penn.*

"Verse sweetens toil, however rude the sound;  
All at her work the village maiden sings,  
Nor, while she turns the giddy wheel around,  
Revolves the sad vicissitudes of things."—*Richard Gifford.*

[This is a highly useful exercise, and should be continued through several lessons.]

**VERBS — GOVERNMENT.**

**208.** Transitive verbs govern the objective case:

"I *saw him.*" "Columbus *discovered America.*"

**209.** An intransitive verb may be used to govern an objective, when the verb and the noun depending upon it are of kindred signification:

"*To live a blameless life*"; "*To run a race.*" This is called the *cognate objective.*

**210.** Transitive verbs of *asking, teaching, giving*, and some others, are often employed to govern two objects, one direct and the other indirect:

"He taught *us Arithmetic*." "I thrice presented *him* a kingly crown." In the sentence "He taught *us Arithmetic*," *Arithmetic* is the direct object of the verb, and *us* the indirect object.

When verbs of this class take the passive form, they are often employed to govern an objective:

"He *had been refused shelter*."—*Irving*. "They *were denied the indulgence*."—*Macaulay*.

*Form sentences containing double objectives after transitive verbs;—containing single objectives after passive verbs.*

### SAME CASE.

**211.** A noun or pronoun used as the subjective or objective complement of a verb, must agree in case with the noun or pronoun to which it relates :

"*Society* is the true *sphere* of human virtue." "They wished *him* to be their *king*." "*He* soon became the *leader* of his party." "*He* was chosen *librarian*." "*Homer* has been styled the *prince* of poets." "The people elected *Cicero consul*."

When the nominative after a verb forms a part of the predicate, it is called the *predicate nominative*.

*Form sentences containing nouns and pronouns used as the subjective and objective complements of verbs.*

### INFINITIVES.

**212.** A verb in the infinitive is generally governed by another word :

"*Strive to improve*." "I am in haste *to return*." "The ship was ready *to sail*." "The shipmen were about *to flee*."

The infinitive is sometimes used *absolutely*, having no dependence on any other word :

"*To confess* the truth, I was in fault."



**213.** A verb in the infinitive usually relates to some noun or pronoun. Thus, in the sentence "He desires to improve," the verb *to improve* relates to *he*, and is governed by *desires*.

**214.** When the infinitive follows the active voice of the verbs *bid*, *dare*, *feel*, *see*, *let*, *make*, *need*, *hear*, and *have*, the sign *to* is generally omitted:

"I *felt* my strength *return*."

*Take your readers and point out infinitives and their government and relation.*

*Form sentences containing infinitives and point out their government and relation;—a sentence containing an infinitive absolute;—sentences containing infinitives used without the sign to.*

### **Punctuation.**

**215.** The infinitive absolute with its adjuncts should be separated from the rest of the sentence by commas:

"To be candid with you, I think you are mistaken."

*Write sentences illustrating the above rule for punctuation.*

### **PARTICIPLES.**

**216.** Participles relate to nouns or pronouns:

"He stood *leaning* on his spade and *gazing* at the brightness in the west."

**217.** A participial noun is often used to perform the double office of a noun and a verb:

"I could not avoid *expressing* my concern for the stranger." As a noun, *expressing* is governed by *avoid*; as a verb, it governs *concern*.

**218.** A participle is sometimes used *absolutely*, having no direct reference to any noun or pronoun:

"Properly *speaking*, there is no such thing as chance." "This conduct, *viewing* it in the most favorable light, reflects discredit on his character."

*Form sentences containing participles and point out their relation;—containing participial nouns that perform a double office;—containing participles used absolutely.*

*Punctuation.*

**219.** The participle absolute with its adjuncts should be separated from the rest of the sentence by commas :

"These nine in buckram that I told thee of,  
Their points being broken, began to give me ground."

—*Shakspeare.*

*Write sentences illustrating the above rule for punctuation.*

**EXERCISE.**

1. "Next to *being* a great poet is the power of **understanding** one."—*Longfellow.*

2. "Let all you *tell* be **truth**."—*Horace Mann.*

3. "A well cultivated mind is, so *to speak*, made up of all the minds of preceding ages."

4. "Words are but *pictures* of our thoughts."—*Dryden.*

5. "They *sleep* the **sleep** that knows no waking."—*Scott.*

6. "The kind; impartial care

Of Nature, naught *disdains*."—*Thomson.*

7. "Talents **give** a **man** a *superiority* far more agreeable than that which proceeds from riches, birth, or employments, which are external."—*Rollin.*

*Parse the italicized words in the foregoing examples.*

*Give the syntax of the words that are in full-face type.*

*Analyze the last two examples.*

*Open your readers and select transitive verbs in the active voice;—verbs in the infinitive;—participles. Give the syntax of each.*

*Write sentences containing transitive verbs in the active voice;—double objectives after verbs of asking, teaching, etc.;—containing single objectives after passive verbs;—sentences containing nominatives and objectives after passive verbs;—containing infinitives;—infinitives used absolutely;—infinitives used without the sign to;—containing participles;—participial nouns that are used to perform a double office;—participles used absolutely.*

**REVIEW.**

Rule for the agreement of verbs. Examples. Agreement of verbs with collective nouns. Examples. With two or more singular subjects

denoting different persons or things and connected by *and*. Examples. With two or more singular subjects when the verb agrees with each separately or with one exclusively. Examples. With a singular and a plural subject connected by *or* or *nor*. Examples.

Rule respecting transitive verbs. Examples. Transitive verbs of *asking, teaching*, etc. Examples. Rule respecting the same case. Examples. General rule for infinitives. Examples. Infinitives used absolutely. Relation of infinitives. Illustrate. Infinitives following the active voice of *bid, dare, feel*, etc. Examples.

Rule for participles. Examples. Double office of a participial noun. Examples. Participles used absolutely. Examples.

Rule for commas in sentences containing the infinitive absolute. In sentences containing the participle absolute.

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## COMPOSITION EXERCISE XXVII.

### ORAL.

Let *The News of the Day* be assigned as the subject for a lesson, and let the pupils prepare themselves carefully with items of fresh intelligence for the exercise. All subjects of a partisan or sectarian character should be excluded.

Let each pupil present orally a single item, making his statement clear and full. Let special care be taken to employ the best words and to arrange them in the best manner.

In estimating the value of each pupil's effort, credit should be given for the importance and interest of the items given, and for the language employed in expressing them.

[Add one or more exercises of the same kind.]

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## ADVERBS.

**220.** Adverbs modify verbs, adjectives, and other adverbs:

"Men frequently contend for trifles." "The distance is too great."

"It was very thankfully received."

Form sentences containing adverbs that modify verbs, adjectives, and other adverbs.

An adverb is sometimes used to modify a phrase:

"He was *doubly in fault*." "The final debate on the resolution was postponed for *nearly a month*."—*Wirt*.

An adverb is sometimes used to modify a preposition:

"He was wounded *just below* the ear."

**221.** The responsive adverbs *yes* and *no* are used independently as substitutes for responsive sentences:

"Will you go?" "No"="I will not go." "Has the hour arrived?" "Yes"="It has arrived."

**222.** The expletive adverb *there* is often used to form an easy and agreeable introduction to a sentence:

"*There* was not a cloud to be seen." "*There* is an hour of peaceful rest."

**223.** A negation is properly expressed by the use of one negative only:

"I will hear *no* more of it." A repetition of the same negative renders the negation more emphatic: "I would never lay down my arms;—*never — never — never*."—*Pitt*.

*Errors*.—"I never did believe it *nor never* will."

"I never did repent for doing good,

*Nor* shall *not* now."—*Shakspeare*.

Two negatives in the same clause are generally equivalent to an affirmative, and are sometimes elegantly employed to express a positive assertion:

"*Nor* did he pass *unmoved* the gentle scene."

"*Nor* did they *not* perceive the evil plight

In which they were, or the fierce pain not feel."—*Milton*.

*Form sentences illustrating the correct and incorrect use of double negatives.*

**224.** Two or more words are sometimes used in connection as a *compound adverb*, or *adverbial phrase*:

At once; by far; in vain; from thence; from whence.

"We will see about this matter *by and by*."—*Irving*.

*Form sentences containing compound adverbs.*

**225.** Adverbs should be placed in that situation which con-

tributes most to the harmony and clearness of the sentence, and which accords best with the usage of the language.

This rule is violated in the sentence "Thoughts are only criminal, when they are first chosen and then voluntarily continued."

As it stands, the adverb *only* properly qualifies *criminal*, whereas the author intended to have it qualify that portion of the sentence which follows the comma. *Corrected*: "Thoughts are criminal only when they are first chosen and then voluntarily continued."

"There are certain miseries in idleness, which the idle can *only* conceive."—*Johnson*. *Corrected*: "which the idle *only* can conceive."

*Form sentences illustrating the correct and incorrect position of adverbs.*

**226.** The infinitive particle *to* should never be separated from the verb by an intervening adverb:

*Erroneous Construction*.—"Teach scholars to *carefully* scrutinize the sentiments advanced in all the books they read." *Corrected*: "to scrutinize *carefully*."

*Illustrate the caution respecting the separation of the infinitive particle from the verb.*

### EXERCISE.

1. "*How* universal is the love of poetry!"—*Longfellow*.
2. "The poetry of earth is *never* dead."—*Keats*.
3. "Dull sleep instructs, nor sport vain dreams *in vain*."—*Young*.
4. "In the philosophy of history the moderns have *very far* surpassed the ancients."—*Macaulay*.

*Parse the italicized words in the foregoing examples.*

*Give the syntax of the words that are in full-face type.*

*Analyze the last two examples.*

*Take your readers and select adverbs that modify verbs, adjectives, and other adverbs, and give the syntax of each.*

*Write sentences containing adverbs that modify verbs;—adjectives;—other adverbs.*

*Write sentences illustrating the correct and incorrect use of double negatives;—containing compound adverbs;—sentences illustrating the correct and incorrect position of the adverb.*

## COMPOSITION EXERCISE XXVIII.

## ABSTRACTS.

Pupils will find it an exceedingly profitable exercise to write abstracts of pieces selected from their readers.

*Examples.*

## EARLY ASSOCIATIONS OF NAPOLEON.

It is said that at that period of his life when the consequences of his infatuated conduct had fully developed themselves in unforeseen reverses, Napoleon, driven to the necessity of defending himself within his own kingdom with the shattered remnant of his army, had taken up a position at Brienne, the very spot where he had received the rudiments of his early education, when, unexpectedly, and while he was anxiously employed in a practical application of those military principles which first exercised the energies of his young mind in the College of Brienne, his attention was arrested by the sound of the church clock. The pomp of his imperial court, and even the glories of Marengo and of Austerlitz, faded for a moment from his regard, and almost from his recollection. Fixed for awhile to the spot on which he stood, in motionless attention to the well known sound, he at length gave utterance to his feelings, and condemned the tenor of all his subsequent life, by confessing that the hours then brought back to his recollection were happier than any he had experienced throughout the whole course of his tempestuous career.—*Kidd*.

## ABSTRACT.

When Napoleon, after his reverses, was compelled to defend himself with his shattered army in his own kingdom, he took a position at Brienne, where he had received his early education. Suddenly, while anxiously engaged in applying the military principles which he first studied in the College of Brienne, he was startled by the sound of the old church clock. For a moment the pomp and glories of his past life faded from his mind. Held motionless by the spell of the familiar sound, he gave vent to his feelings, which condemned the course of his later life, and confessed that the hours brought back to him were happier than any he had known in all his tempestuous public career.

## THE GIANT.

There came a Giant to my door,  
A Giant fierce and strong;  
His step was heavy on the floor,  
His arms were ten yards long.  
He scowled and frowned; he shook the ground:  
I trembled through and through;  
At length I looked him in the face  
And cried, "Who cares for you?"

The mighty Giant, as I spoke,  
Grew pale and thin and small,  
And through his body, as 'twere smoke,  
I saw the sunshine fall.  
His blood-red eyes turned blue as skies,  
He whispered soft and low.  
"Is this," I cried, with growing pride,—  
"Is this the mighty foe?"

He sank before my earnest face,  
He vanished quite away,  
And left no shadow on his place  
Between me and the day.  
Such giants come to strike us dumb;  
But, weak in every part,  
They melt before the strong man's eyes,  
And fly the true of heart.—*Charles Mackay.*

## ABSTRACT.

A fierce and mighty Giant came with heavy tread to my door. The sight was dreadful, and I quaked with fear; but gathering courage I said, "Who cares for you?"

As I spoke his appearance changed, and he became thin and shadowy. His fierce eyes turned mild and gentle and his voice became soft and low. Proud of my triumph, I cried, "Is this the mighty foe?"—when suddenly he vanished and left no trace behind.

Such giants often assail us, but yield and disappear when met by a strong will and a true heart.

Let the teacher select an interesting lesson from a reader, and let the pupils write an abstract of it, expressing the ideas in sentences of their own construction, and in as few words as practicable.

## PREPOSITIONS — RELATION.

**227.** Prepositions connect words and show the relation between them.

One term of the relation expressed is always the object of the preposition; the other may be a verb, a noun, or an adjective:

"He *traveled for pleasure.*" "They were *destitute of food.*" "This is an *age of progress.*"

**228.** Two or more words are sometimes taken together as a *compound preposition*:

From among, from between, as to, as for, according to, over against.

"*From between the arcades the eye glances up to a bit of blue sky or a passing cloud.*"—*Irving.*

*Form sentences containing prepositions that express the relations of objects to verbs, nouns, and adjectives;—containing compound prepositions.*

**229.** Care should be taken to employ such prepositions as express clearly and precisely the relations intended.

*Correct Examples.*—"He went *to* New York." "He arrived *at* Liverpool." "He rode *into* the country." "He resides *in* London." "He walks *with* a staff *by* moonlight."

*Errors.*—"The posthumous volumes appeared *in* considerable intervals."—*Hallam.* "It was not evident what deity or what form of worship they had substituted *to* the gods and temples of antiquity."—*Gibbon.*

*Form sentences illustrating the correct and incorrect use of prepositions.*

*Form sentences containing the following prepositions:*

In, into, of, at, beneath.

## PREPOSITIONS — GOVERNMENT.

**230.** Prepositions govern the objective case:

"They came *to us in the spirit of kindness.*"



**231.** The words *like* and *unlike* often have the force of prepositions and govern the objective case:

"The son was *like* his *father*."

**232.** *But* is sometimes employed as a preposition in the sense of *except*:

"The boy stood on the burning deck,  
Whence all *but* him had fled."—*Hemans*.

**233.** A noun used to denote time, distance, space, weight, value, direction, etc., may be used adverbially in the objective case without a preposition:

"He walked a *mile*." "He left the country ten *years* ago." "The tree was eighty *feet* high." The office of the noun in each of these examples is the same as that of an ordinary prepositional phrase used to modify a verb or an adjective.

*Form sentences containing prepositions and point out their objects;—containing nouns used adverbially in the objective case, without prepositions.*

**234.** A preposition and its object should be so placed as to leave no ambiguity in regard to the words which the preposition is intended to connect.

*Erroneous Construction.*—"The message was communicated by an agent who had never before discharged any important office of trust, *in compliance* with the instructions of the executive." *Corrected*: "The message was communicated, *in compliance* with the instructions of the executive, by an agent who had never before discharged any important office of trust."

*Form sentences illustrating the correct and incorrect position of prepositions.*

## CONJUNCTIONS.

**235.** Conjunctions connect words or sentences:

"Idleness *and* ignorance are the parents of many vices." "Deliberate with caution, *but* act with decision."—*Colton*.

*Form sentences containing conjunctions and point out the parts connected by them.*

Relative pronouns and conjunctive adverbs are also employed to perform the office of connectives.

Many conjunctive adverbs modify the two verbs embraced in the different clauses which they connect:

*"When he had delivered his message he departed." "Fame may give praise, while it withholds esteem."*

A conjunctive adverb used to supply the place of a preposition and a relative pronoun is called a *relative adverb*:

*"The shepherd leaves his mossy cottage, where [in which] he dwells in peace." "The colonies had now reached that stage in their growth when the difficult problem of colonial government must be solved."*

*Form sentences containing relative pronouns and explain their connective office;—containing conjunctive adverbs and point out the parts connected by them.*

**236.** Two or more words are sometimes used together as a *compound conjunction* or *conjunctive phrase*:

But that, and yet, as far, as well as, forasmuch as, etc. *"It has been observed that happiness, as well as virtue, consists in mediocrity."*—Johnson.

*Form sentences containing compound conjunctions.*

## CORRESPONDING CONJUNCTIONS.

**237.** Some connectives are composed of two or more corresponding conjunctions, or of conjunctions used in correspondence with adverbs or adjectives. The following list embraces most of this class of connectives:

*Both—and:*

*"It is the work of a mind fitted both for minute researches and for long speculations."*—Macaulay.

*Though, although—yet, still, nevertheless:*

*"Though deep, yet clear; though gentle, yet not dull." "Though a thousand rivers discharge themselves into the ocean, still it is never full."*

*Whether* — *or*:

"*Whether* it were I *or* they."

*Either* — *or*:

"No leave ask'st thou of *either* wind *or* tide."

*Neither* — *nor*:

"*Neither* act *nor* promise hastily."

*As* — *as*, *so*:

"She is *as* amiable *as* her sister." "*As* he excels in virtue, *so* he rises in estimation."

*So* — *as*:

"No riches make one *so* happy *as* a clear conscience." "Speak *so as* to be understood."

*So* — *that*, expressing a consequence:

"She speaks *so low that* no one can hear what she is saying."

*Not only* — *but also*:

"He was *not only* prudent, *but also* industrious."

*Such* — *as*:

"There never was *such* a time *as* the present."

*Such* — *that*:

"*Such* is the emptiness of human enjoyment *that* we are always impatient of the present."

*Than* should be used to correspond with *rather*, *other*, *else*, and all comparatives:

"I would *rather* go *than* stay." "He is *older than* his brother."

The poets frequently use *or* — *or* for *either* — *or*, and *nor* — *nor* for *neither* — *nor*:

"Not to be tempted from her tender task,

*Or* [*either*] by sharp hunger, *or* by smooth delight."—*Thomson*.

"*Nor* [*neither*] eye *nor* listening ear an object finds."—*Young*.

*Form sentences containing the following conjunctions used in correspondence with other words:*

Or, yet, nor, as, that, than.

**238.** The conjunction *as*, used in connection with an adjective or an adverb in the positive degree, is sometimes improperly coupled with a comparative, and followed by *than*.

*Correct Example.*—"I am as well as you have ever known me in a time of much trouble, and even better."—*Cowper*.

*Erroneous Construction.*—"I have proceeded in the revisal as far and somewhat farther than the fifteenth book."—*Cowper*.

**239.** *As* is sometimes used to connect words that are in apposition:

"Nor ought we, *as* citizens, to acquiesce in an injurious act."—*Channing*.

*As* may also be used to connect an adjective or a participle with a noun or pronoun:

"The infantry was regarded *as* comparatively worthless."—*Macaulay*. "Their presence was of great moment, *as* giving consideration to the enterprise."—*Prescott*.

**240.** The conjunction *that* is often employed to introduce a clause which is used as a noun in the nominative or objective case:

"*That the idea of glory should be associated strongly with military exploits*, ought not to be wondered at."—*Channing*.

**241.** The word *both* should not be used with reference to more than two objects or classes of objects.

The following use of *both* is erroneous: "He paid his contributions to literary undertakings, and assisted *both* the Tattler, Spectator, and Guardian."—*Johnson*. The word *both* should be omitted."

## INTERJECTIONS.

**242.** Interjections have no grammatical relation to the other words of a sentence:

"These were delightful days; but *alas!* they are no more."

*Form sentences containing interjections.*

## EXERCISE.

1. "**Hail**, Twilight! sovereign of one peaceful hour."—*Wordsworth*.

2. "Sooner **or** later, some passages of every one's romance must be written, *either* in words *or* actions."—*Longfellow*.

3. "What hinders then **but that** thou find her out?"—*Addison*.

4. "The War of the Roses lasted thirty **years**."

5. "Talk to the point, *and* stop *when* you have reached it."—*Jno. Neal*.

6. "**Ah**, if the rich were rich, **as** the poor fancy riches!"—*Emerson*.

7. "Nature hath appointed the twilight as a bridge to pass us out of night into day."

*Parse the italicized words in the foregoing examples.*

*Give the syntax of the words that are in full-face type.*

*Analyze the last two examples.*

*Take your readers and select prepositions, conjunctions, and interjections, and give the syntax of each.*

*Write sentences containing prepositions that express the relations of objectives to verbs, nouns, and adjectives,—containing compound prepositions;—containing nouns used adverbially in the objective without prepositions.*

*Write sentences containing conjunctive adverbs;—compound conjunctions;—corresponding conjunctions;—sentences containing interjections.*

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 REVIEW.

General rule for adverbs. The responsive adverbs *yes* and *no*. How is a negation properly expressed? Adverbial phrases. Examples. Rule for the position of adverbs. Illustrate.

Rule for the relation expressed by prepositions. Compound prepositions. Examples. Care required in the choice of prepositions. Illustrate. What do prepositions govern? Examples. Nouns used adverbially in the objective. Examples. Rule respecting the position of prepositions. Illustrate.

General rule for conjunctions. What other words are employed as connectives? Double office of conjunctive adverbs. Examples. Conjunctive phrases. Corresponding conjunctions. Examples. With what words does *than* properly correspond? Examples. Improper use of *than* after *as*. Examples. Caution in regard to the use of *both*. Illustrate.

Rule for interjections. Examples.

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## COMPOSITION EXERCISE XXIX.

### ORAL.

Let five or more subjects be assigned, and let each pupil select one of them and study it carefully before coming to the class.

Let the subjects of the first lesson be such that the pupils can easily prepare themselves to speak upon them; as, *Columbus, Robinson Crusoe, A Battle, A Journey, A Saw-mill, A Sailor, A Soldier, New Year's Day.*

Let each pupil rise in the class and speak from one to three minutes upon one of these subjects, expressing his thoughts in the best manner.

If classes are small, more time may be allowed to each pupil. The same object may be accomplished in larger classes by having one half of the class speak one day and the other half the next day.

[Add similar exercises.]

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## SYNTACTICAL PARSING.

**243.** Teachers will find it useful to have occasional exercises devoted entirely to the syntactical relations and offices of words and sentences.

### EXERCISE.

Let the teacher select a piece from the reading book of the class and assign it a day in advance, so that it may be studied with special care and all its syntactical difficulties be mastered.

Let the first pupil give the syntax of the first word in the piece, the second pupil that of the second word, and so on around the class to the end of the lesson. Or, the first pupil may take all the words of the first line, the second pupil the words of the second line, and so on around the class. When errors occur, they should be corrected in the class. See model for syntactical parsing, § 173.

## GRAMMATICAL CONNECTION OF WORDS.

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**244.** Of the various exercises that have been employed as collateral aids to syntactical analysis and parsing, no one has proved more useful or important than that of tracing the grammatical connections and relations of the different words in a sentence. The method here presented relieves entirely the monotony of common parsing and carries the pupil at once to the true relations and offices of the different words. It has the advantage of combining the essential principles of both analysis and parsing, and of presenting them in a condensed and synoptical form. If teachers would make frequent use of this method, it would render the study of grammar more intellectual and save much valuable time.

### EXERCISE.

#### MODELS.

“But hoary Winter, unadorned and bare,  
Dwells in the dire retreat, and freezes there.”

—*Addison.*

*Trace the chain of connection from dire to bare:*

*Dire* qualifies *retreat*; *retreat* is the object of *in*, which relates it to *dwells*; *dwells* agrees with *Winter*, and *Winter* is qualified by *bare*.

*Trace the grammatical connection from there to dwells:*

*There* modifies *freezes*; and connects the two clauses, of which *freezes* and *dwells* are the verbs.

“Common sense in an uncommon degree is what the world calls wisdom.”—*Coleridge*.

*Trace the connection, in the foregoing sentence, from calls to sense:*

*Calls* governs *what* taken as a relative, and *what* taken as antecedent is the subjective complement of *is*, which agrees with its subject *sense*.

“There is a power  
Unseen that rules th’ illimitable world,  
That guides its motions, from the brightest star  
To the least dust of this sin-tainted mould;  
While man, who madly deems himself the lord  
Of all, is nought but weakness and dependence.”

—*Thomson*.

*Trace the connection from unseen to rules;—from guides, in the third line, to is, in the first;—from sin-tainted to guides;—from all to deems;—from dependence, in the sixth line, to power in the first.*

### COMPOSITION EXERCISE XXX.

#### ORAL.—DISCUSSION.

Let a subject\* be assigned for discussion, and studied by the pupils.

Let the class be arranged in two equal divisions; one division to take the affirmative of the question, and the other the negative.

Let the first pupil on the affirmative open the discussion by stating some of the strong points on his side of the question.

Let the first on the other side state some of the strong points in the negative. He may also reply to any of the points made by the first speaker, or leave them to be answered by others who are to follow on his side.

Let the discussion continue, if practicable, till all the members of the class have taken part in it. The divisions should alternate in speaking;—affirmative, negative; affirmative, negative, etc. No pupil should be allowed to speak twice till every other one of his division has had an opportunity to speak once.

[Add similar exercises.]

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\* Let the subjects chosen be such that the pupils can easily prepare themselves to speak upon them.

*Examples.*—“Is gold more serviceable than iron?” “Is reading a more valuable source of knowledge than observation?” “Is the life of a merchant more desirable than that of a farmer.”



## CRITICISMS.

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**245.** Special attention should be given to the correction of improprieties in the use of language. Errors of frequent occurrence should be pointed out and pupils should be cautioned against repeating them.

### *Examples.*

“The work was commenced when you was absent.”

*Corrected:* “The work was commenced when you were absent.”

The singular form *was* should never be used to agree with the pronoun *you*.

“It was me.”

*Corrected:* “It was I.” See § 211.

### EXERCISE.

*Correct the errors in the following examples and give the reasons for the changes made:*

1. “He talks like you do.”
2. “I expected to have seen him.”
3. “As soon as the crowd begun to disperse.”
4. “They done it in great haste.”
5. “Cut it in half.”
6. “Miss Jones learned him to read and spell.”
7. “This kind of wit is that which abounds in Cowley more than in any author that ever wrote.”—*Addison*.
8. “Breathing with ease is a blessing of every moment; yet of all others it is that which we possess with the least consciousness.”—*Paley*.
9. “The mate of a British vessel then laying at anchor in Boston harbor.”—*Sparks*.
10. “My old friend sat himself down in the chair.”—*Addison*.
11. “For him through hostile camps I bend my way;  
For him thus prostrate at thy feet I lay.”—*Pope*.

12. "As Dr. Wallis hath long ago observed."—*Lowth*.
13. "We are not condemned to toil through half a folio to be convinced that the writer has broke his promise."—*Johnson*.
14. "Thus oft by mariners are shown  
Earl Godwin's castles overflown."—*Swift*.
15. "The stuff itself was well calculated to burn, though of course it was not there for such a purpose."
16. "I hope that I will be excused for repeating what I said some years ago."
17. "She is older than me by ten years."
18. "I had a splendid time."
19. "Set down in the first seat you find."
20. "Brissot, the leader of the Gironde party, is entitled to the character of a virtuous man."
21. "You have laid on the lounge long enough."
22. "He entered a man's house named Adams."
23. "I have lost the game, though I thought I should have won it."
24. "Read slow and distinct."
25. "Let the ball lay as I placed it."
26. "He has eaten no bread nor drunk no water these two days."
27. "I don't know but what I shall go to New York to-morrow."
28. "Social reformers assert that our deficiencies in this respect are being greatly improved."
29. "Put in three spoonsful of milk."
30. "He works eight hours and does what he pleases the balance of the time."
31. "Who did you give it to?"
32. "He is trying to catch the car before it leaves the depot."
33. "I have no doubt but he will be here to-night."
34. "Each of the daughters are to have a separate share."
35. "No other resource but this was allowed him."
36. "Everybody has a right to look after their own interests."

### EXERCISE.

Let the pupils collect as many examples of incorrect language as they can find in actual use, whether in speaking or in writing, and bring them to the class.

Let each pupil read the examples he has collected, and let the teacher call on other pupils in turn to correct them.

# PUNCTUATION.

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[The rules for Punctuation are introduced at different points in the work as they are required for use in the Composition Exercises. They are brought together here for convenient reference.]

**246. Punctuation** is the art of dividing written composition by means of points or marks, to indicate the relations of the different words of a sentence and show more clearly the sense intended.

**247. The principal points** employed in punctuation are, the Comma (,), the Semicolon (;), the Colon (:), the Period (.), the Interrogation Point (?), the Exclamation Point (!), the Dash (—), the Parenthesis ( ), the Quotation Points (“ ”), and Brackets [ ].

## COMMA.

### GENERAL RULE.

**248. The comma** is used to indicate a slight separation or disconnection of the different parts of a sentence, and to show more clearly the sense intended; but when the sense is clearly expressed without the aid of a comma, it should generally be omitted:

“To dispel these errors, and to give a scope to navigation equal to the grandeur of his designs, Prince Henry called in the aid of science.”—*Irving*.

“He, like the world, his ready visit pays  
Where fortune smiles.”—*Young*.

**249.** When the subject of a verb is extended to considerable length, it is generally separated from the verb by a comma:

"The effect of this universal diffusion of gay and splendid light, was to render the preponderating deep green more solemn."—*Dwight*.

"How dearly it remembered the parent island, is told by the English names of its towns."—*Bancroft*.

**250.** Three or more successive words or phrases in the same construction, with or without conjunctions expressed, should generally be separated by commas:

"Little, Brown, and Company."

"Industry, honesty, and temperance are essential to happiness."

"There is still something to add, to alter, or to reject."—*Macaulay*.

**251.** The independent case, the infinitive absolute, and the participle absolute, with their adjuncts, should be separated from the rest of the sentence by commas:

"The wind being favorable, we set sail."

"To be candid with you, I think you are mistaken."

"Wept o'er his wounds, or tales of sorrow done,  
Shouldered his crutch, and showed how fields were won."

—*Goldsmith*.

"Rejoice, you men of Angiers, ring your bells."—*Shakespeare*.

**252.** When a word and a phrase, or two or more phrases, are put in apposition, they should generally be separated from each other and from the rest of the sentence by commas:

"Chaucer, *the father of English poetry*, passed a great part of his life at the court of Edward III."

**253.** But when two words in apposition, with or without adjuncts, are closely united so as to form a single phrase, they should not be separated by a comma:

"The poet *Longfellow* has written beautiful prose."

"What we learn in our youth grows up with us, and in time becomes a part of the mind *itself*."

**254.** When words in the predicate are put in apposition with words in the subject, no comma is required:

*He returned a friend who came a foe.*—*Pope*.

**SEMICOLON.**

## GENERAL RULE.

**255.** The semicolon is used to denote a separation or disconnection somewhat greater than that which is indicated by the use of a comma :

“Men may judge and compare; but they will not create.”

—*Macaulay.*

“Columbus had borne up firmly against the rude conflicts of the world; he had endured with lofty scorn the injuries and insults of ignoble men; but he possessed strong and quick sensibility.”

—*Irving.*

**256.** When *as*, *i.e.*, *that is*, *viz.*, *to wit*, or *namely*, is used to introduce an illustrative example or a specification of particulars, it is preceded by a semicolon:

“Many words are differently spelled in English; *as*, *inquire*, *enquire*; *jail*, *gaol*.”—*Wilson's Punctuation.*

**COLON.**

*Note.*—The colon is now less used than formerly; its place being largely supplied by the period, the semicolon, or the dash. There are, however, many cases in which no other point can with propriety be substituted.

**257.** When a quotation or an example is introduced without the use of a connecting word, it is generally preceded by a colon. Many writers use both a colon and a dash:

“The following are conjunctive phrases: *and also*, *as for*, *as though*, *as well as*, *but also*, *forasmuch as*, *for why*, *in order that*, *provided that*.”—*Douglas's Grammar.*

“The plural is formed in English, with few exceptions, by adding ‘s’ to the singular: ‘ship, ships.’”—*Bain's Grammar.*

“Mr. Cowley answered somewhat sharply: ‘I am sorry, sir, to hear you speak thus.’”—*Macaulay.*

See also numerous illustrative examples in this work.

## PERIOD.

**258.** The **period** is placed at the end of a complete sentence, unless its place is supplied by an interrogation point or an exclamation point.

**259.** The period should be used after all abbreviations:

"Mass."; "N. Y."; "M.D."; "Aug."; "Esq."; "Mrs."; "Mr."

Such expressions as 1st, 3rd, 10th, 4's, 9's, 4to, 8vo, 12mo, do not require the period after them, since they are not strictly abbreviations, the figures supplying the place of the first letters of the words.

## DASH.

**260.** The **dash** is used to mark a sudden interruption, an abrupt transition, or a significant pause:

"Let the government do this—the people will do the rest."—*Macaulay.*

"Ah, that maternal smile! it answers—Yes."—*Cowper.*

"Here lies the great—false marble, where?"

Nothing but sordid dust lies here."—*Young.*

"Know, I pray you—

I'll know no further."—*Shakspeare.*

Modern writers often employ dashes in place of parentheses.

## INTERROGATION POINT.

**261.** The **interrogation point** is placed at the end of a direct question:

"Who can paint like Nature?"—*Thomson.*

## EXCLAMATION POINT.

**262.** The **exclamation point** is used after an expression of strong or sudden emotion and after a solemn invocation or address:

"Liberty! Freedom! Tyranny is dead,

Run hence, proclaim, cry it about the streets!"—*Shakspeare.*

"Hail; holy light! offspring of heaven first-born!"—*Milton.*

**PARENTHESIS.**

**263.** The parenthesis ( ) generally includes a word, phrase, or remark which is merely incidental or explanatory, and which might be omitted without affecting the grammatical construction :

“The tuneful nine (so sacred legends tell)

First waked their heavenly lyre these scenes to tell.”—*Campbell.*

**QUOTATION MARKS.**

**264.** Quotation marks (“ ”) are used to indicate that the exact words of another author or speaker are introduced :

For soon he said, sadly, “Ah, Mr. Conly, you are a happy man !”

**265.** When a quotation is introduced within a quotation, it is usually distinguished by single inverted commas :

“I was not only a ship-boy on the ‘high and giddy mast,’ but also in the cabin, where every menial office fell to my lot.”

If both quotations commence or terminate together, this commencement or termination is indicated by the use of three commas :

“In the course of this polite attention he pointed in a certain direction and exclaimed : ‘That is Mr. Sherman, of Connecticut ; a man who never said a foolish thing in his life.’”

**BRACKETS.**

**266.** Brackets or crotchets ( [ ] ). When a word, or phrase, or sentence, which is entirely separate and independent in construction, is introduced for the purpose of correction, addition, or explanation, it is properly inclosed in brackets :

“He [the poet] cannot, like the girl in the fairy tale, be always talking diamonds and pearls.”

The following characters are also employed in composition:

**267.** The **apostrophe** (') is used to denote the omission of one or more letters: *o'er*, *tho'*. It is likewise the sign of the possessive case, being used instead of a letter which was formerly inserted in its place:

"*Washington's* army retreated to Princeton."

**268.** The **diæresis** (¨) is placed over the latter of two successive vowels, to show that they belong to successive syllables; as, *coöperate*.

**269.** The **cedilla** (¸) is a mark which is sometimes placed under the letter *c*, to show that it has the sound of *s*; as, *façade*.

**270.** The **asterisk**, or **star** (\*), the **obelisk**, or **dagger** (†), the **double dagger** (‡), the **section** (§), the **parallels** (||), and the **paragraph** (¶), as well as letters and figures, are employed in referring to notes in the margin or at the bottom of the page.

**271.** **Marks of ellipsis** (\* \* \*), or (—), or (. . .), are used to denote the omission of certain letters or words:

"H \* \* \* y"; "K—g."

"A tale should be judicious, clear, succinct;

\* \* \* \* \*

Tell not as new what everybody knows,

And, new or old, still hasten to a close."

**272.** The **brace** { is used to connect words which have a common application or relation:

Old	{ older	oldest
	{ elder	eldest


**273.** The **caret** (^) is employed in writing to show that some word or letter has been accidentally omitted:

"Washington uniformly treated Mr. Sherman <sup>with</sup> ^ great respect and attention."



**274.** The **hyphen** ( - ) is used after a part of a word at the end of a line, to show that the remainder is at the beginning of the next line, and to connect the simple parts of a compound word; as, *all-absorbing*.

*Note.*—In dividing a word at the end of a line the break should always be made between two syllables, and not between different letters of the same syllable.

**275.** The **index**, or **hand** (  ), is used to point out some remarkable passage.

**276.** The **section** ( § ) is used to mark the parts into which a work, or portion of a work, is divided.

**277.** The **paragraph** ( ¶ ) is used in the Bible, and in some other books, etc., to denote the beginning of a new subject.

Paragraphs are generally distinguished without the use of the sign by commencing a new line farther from the edge than the beginning of the other lines. This is called *indenting*.

### EXERCISE.

Let the teacher write on the board some portion of a well pointed book, or other piece of writing, omitting all the points, and then require the pupil to transcribe and punctuate it. When this is done, the several copies should be compared and corrected.

Let the teacher read several paragraphs aloud, giving the pupils time to copy them as they are read. These should be carefully punctuated by the pupils and compared in the class.

Let the pupils write original exercises containing illustrative examples of the dash, the parenthesis, quotation points, brackets, the apostrophe, the diæresis, the asterisk, marks of ellipsis, the brace, the caret, the hyphen, the section, and the paragraph.

## LETTER WRITING.\*

---

**278.** *Letter Writing* is the simplest and easiest of all forms of written composition. It is the counterpart of conversation, and in most cases the style and manner of writing are similar to the style and manner of good conversation.

### GENERAL DIRECTIONS.

**279.** *Note.*—Most of the directions for Written Composition are applicable to Letter Writing. See § 38.

- 1.—Let special attention be given to the study of good models. The letters of Cowper and Franklin are among the best.
- 2.—Neatness is an essential quality of good letter writing. Negligence and carelessness are disrespectful.
- 3.—Remember that “the written letter remains,” and avoid committing any imprudent or improper expression to paper.
- 4.—Let your style be varied so as to adapt it to the subject of the letter and the character and circumstances of the person addressed.
- 5.—Form the habit of writing every letter as well as you can, but let your style be easy and flowing, and never allow it to bear the marks of being labored and artificial.
- 6.—Read every letter over before sealing, to be sure that it is free from mistakes and oversights when it leaves you.
- 7.—If a letter is not disrespectful, it should be answered, and answered promptly. Neglect or delay often mars friendship, obstructs business, occasions misunderstandings, and is the source of many regrets.

---

\* “The writing of letters enters so much into all the concerns of life, that no gentleman can avoid showing himself in compositions of this kind, which lay open his breeding, his sense, his abilities, and his disposition to a severer examination than any oral discourse.”—*Locke*.

## SPECIAL DIRECTIONS.

## HEADING.

**280.** If a letter is to fill the first page, commence the heading about an inch or an inch and a half from the top. If it is to contain only a few lines, place the heading a little lower down.

Let the heading be commenced so far to the right that it will end near the right-hand margin, thus :—

*Chicago, July 4, 1880.*

If the heading of a letter is much over half a line in length, it is better to break it into parts and write it on two lines, thus :—

*462 W. Washington Street,  
Chicago, July 4, 1880.*

## ADDRESS.

**281.** The address should be written on the line next below the heading and commence about half an inch from the left edge of the page. If the address consists of parts that are naturally separated, these parts should be written on different lines, and each part after the first should commence a little farther to the right than the one above it. If the whole address occupies so many lines that this continued sloping carries the beginning of the letter far to the right, the complimentary address is often set to the left, commencing a little farther to the right than the address. The parts used to make up a compound name or a title should, if possible, be written together on one line.

In Great Britain the address is generally placed at the bottom of the letter on the left. This practice also prevails to some extent in this country, and it is the form usually employed in official correspondence.

The following models will explain and illustrate these directions :—

Dear Mr. Jones,  
Your welcome letter, etc. \_\_\_\_\_

Mr. George Jones,  
Dear Sir,  
Your favor of the 5th, etc. \_\_\_\_\_

Messrs. A. T. Stewart & Co.  
Gentlemen, New York,  
Yours of the 6th, etc. \_\_\_\_\_

J. E. Scott, Esq.,  
Civil State Normal School,  
Westfield, Mass.,  
Dear Sir,  
I am in receipt of, etc. \_\_\_\_\_

*Mrs. Lucetta N. Kendall,*

*Dear Madam,*

*I have attended to the collection, etc.*

---

*Miss Sarah Clark,*

*I have just learned, etc.*\_\_\_\_\_

---

*Hon. Horace Mann,*

*My dear Sir,*

*Your favor of the 16th, etc.*\_\_\_\_\_

---

#### FORMS OF COMPLIMENTARY ADDRESS.

**282.** The forms of address vary with the relations of the parties and the degree of intimacy or friendship that exists between them :

Sir, Dear Sir, My dear Sir, Dear Sirs, Gentlemen, Ladies, My dear Mother, My dear Brother, Dear George, My dear George, Dear Adams, My dear Adams, Dear Mr. Wright, My dear Mr. Wright, Dear Friend, My dear Friend, Madam, Dear Madam.

The form *Dear Sir* is the one generally employed, except in letters of friendship. *Sir* is cold and distant, and is now seldom used.

**283.** The titles prefixed to names are *Mr.*, *Messrs.*, *Mrs.*, *Mesdames*, *Miss*, *Misses*, *Dr.*, *Rev.*, *Rev. Mr.*, *Rev. Dr.*, *Prof.*, *Hon.*, *His Excellency*, *Colonel*, *General*, etc.

The title *Hon.* is applied to men in high official position, as senators and representatives, heads of government departments, mayors, judges, etc.

The title *His Excellency* is applied to the President of the United States and to the governor of a state.

Married ladies often take the titles of their husbands; as, *Mrs. Dr. Jones, Mrs. General Grant.*

**284.** The titles affixed to names are *Esq., M.D., A.M., Ph.D., D.D., LL.D.,* etc.

Some double titles are allowable; as, *Rev. Mr. Strong; Rev. Gardner Spring, D.D.; Noah Porter, D.D., LL.D.;* but it is not allowable to say *Mr. John Jones, Esq.; Mr. John Jones, A.M.; Dr. John Jones, Esq.; Mr. Dr. Jones.*

The title *Esq.* was formerly given as a mark of special respect to lawyers and other persons of more than ordinary prominence or distinction, but it has now lost its original force, and is very generally employed in place of *Mr.* In most cases the use of *Mr.* is now quite as respectful as the use of *Esq.*

#### BODY OF A LETTER.

**285.** The body of a letter should commence on the line next below the complimentary address, and a little farther to the right.

A new paragraph should be introduced whenever the break in connection is sufficient to allow it. The frequent introduction of paragraphs improves the appearance of a letter.

#### SUBSCRIPTION.

**286.** The complimentary closing of a letter is written under the body of the letter at the right hand. It should commence about the middle of a line. If its length is much over half a line, it is better to break it into parts and write it on two or more lines, commencing each line after the first a little farther to the right than the one above it. The name of the writer is written under the complimentary closing, at the right hand.

## 287. FORMS OF CLOSING.

*Truly yours,*  
*James Austin.*

*Yours truly*  
*Charles S. Smith,*  
*Secretary.*

*Very truly yours,*  
*Henry Jones.*

*Ever affectionately yours,*  
*Charles Adams.*

*As ever, your friend,*  
*Daniel Webster.*

*Your obedient servant,*  
*D. W. Ferry.*

Very respectfully,  
John Eaton,  
Commissioner of Education.

Your affectionate son,  
George S. Jones.

Springfield, Ill.,  
February 27, 1880.

My dear Friend,  
Your welcome letter, etc. \_\_\_\_\_

---

Yours cordially,  
Jane Hecum.  
Mrs. Elvira Cross,  
Andover, Mass.



## SUPERScription.

**288.** The proper form to be adopted in superscribing a letter is best learned by studying good models.

The name should generally be written about midway between the top and bottom of the envelope. Each line below the name should commence a little farther to the right than the line above. The place of beginning for the first line is governed mainly by the length of the line and the number of lines that are to follow.

Great care should be taken to have the superscription neat and plain, and so definite and full that the letter will be sure to reach its destination.

In directing letters to married ladies, it is generally best to employ the christian names and titles of their husbands; as, *Mrs. George M. Hall, Mrs. Dr. John Lyman.*

---

**COMPOSITION EXERCISE XXXI.****LETTERS.**

Write a letter giving an account of a journey, real or imaginary, and give special attention to the writing, spelling, punctuation, paragraphs, heading, address, subscription, superscription, etc.

.. Criticisms and corrections.

[Add similar exercises.]

# INDEX.

*The references are to pages.*

Adjectives, definition.....	18, 54	Composition, inductive exer-	
classes .....	54, 55	cise .....	26
articles .....	54	definition.....	29
comparison.....	57	directions for written .....	40
syntax of .....	145	oral .....	156, 167
Adjuncts .....	108	abstracts .....	159
Adverbs, definition.....	21, 91	letters .....	186
classes .....	91	Conjugation of verbs .....	77
conjunctive.....	92	Conjunctions, definition ...	12, 105
comparison.....	92	classes .....	94
syntax of .....	156	coördinate.....	95
Adverbial phrases.....	157	subordinate.....	95
Analysis, definition.....	103	corresponding .....	163
oral and written.....	122	compound .....	163
models of.....	122-129	syntax of.....	162-165
Apostrophe .....	177	Conjunctive adverbs.....	92
Apposition, rule.....	134	Conversation exercises,	
Articles .....	19, 54	45, 53, 60, 91, 97, 145,	149
syntax of .....	147	Coördinate conjunctions ....	95
As .....	165	Copiousness and accuracy ...	34
Asterisk .....	177	Corresponding conjunctions..	173
Auxiliaries .....	77	Dash.....	175
<i>Both</i> .....	162	Declension of nouns.....	44
Brackets .....	176	Declension of personal pro-	
Brace .....	177	nouns .....	47
<i>But</i> .....	162	Defective verbs .....	90
Capital letters.....	97	Derivation, definition.....	100
Caret.....	177	primitive and derivative	
Case .....	42	words .....	100
Cedilla .....	177	simple and compound.....	100
Classification of sentences....	105	by change of letters .....	101
Clauses, definition.....	12, 105	Saxon, Latin, and Greek	
substantive, adjective, and		roots .....	101
adverbial.....	108	prefixes and suffixes .....	102
Colon .....	174	Diagram analysis .....	121
Comma .....	172	construction of diagrams...	121
Comparison of adjectives ....	57	models .....	122-129
of adverbs .....	92	Diæresis.....	177
		<i>Each other</i> .....	134

- Elements ..... 104  
 Ellipsis ..... 119  
   marks of ..... 177  
 English grammar, definition. 29  
 Etymology, definition ..... 30  
 Exclamation point ..... 175  
  
 False syntax ..... 170  
 First three, last three, etc. .... 147  
 Full-face type ..... 99  
  
 Gender ..... 35  
 Grammatical and logical distinctions ..... 110  
 Grammatical connection of words ..... 168  
 Greek roots ..... 101  
  
 Historical notice ..... 7  
 Hyphen ..... 177  
  
 Improproprieties ..... 170  
 Independent case, rule ..... 138  
 Index ..... 177  
 Infinitives, government of. .... 153  
 Interrogation point ..... 175  
 Interjections ..... 25, 96  
 Interrogative pronouns ..... 51  
*It*, uses of ..... 139  
 Italic letters ..... 99  
  
 Language ..... 9  
 Latin roots ..... 100  
 Letter writing ..... 179-186  
*Like* and *unlike* ..... 162  
 List of irregular verbs ..... 72  
  
*Mine*, *thine*, etc. .... 48  
 Mode ..... 64  
 Modifications of grammatical subject ..... 115  
 Modifications of grammatical predicate ..... 118  
  
 Nominatives, rule ..... 134  
*Nor* — *nor*, for *neither* — *nor* .. 164  
 Nouns, definition ..... 15, 30  
   proper and common ..... 31  
   gender ..... 35  
   person ..... 37  
   number ..... 38  
   case ..... 42  
  
 Number ..... 38  
 Number and person of verbs . 69  
  
*One another* ..... 134  
*Or* — *or*, for *either* — *or* ..... 164  
  
 Paraphrasing ..... 151  
 Paragraph ..... 178  
 Parenthesis ..... 176  
 Parsing, definition ..... 130  
   order of ..... 130  
   models of ..... 131, 132  
   syntactical ..... 132, 167  
 Parts of speech ..... 15, 30  
 Participles ..... 65  
   rule ..... 154  
 Person ..... 37  
 Personal pronouns ..... 46  
   declension of ..... 47  
 Period ..... 175  
 Phrases, definition ..... 13, 108  
   classes ..... 112  
 Poetry changed to prose ..... 137  
 Possessives, rule ..... 135  
 Predicate, definition ..... 11, 104  
   grammatical ..... 111  
   logical ..... 111  
   modifications of grammatical ..... 118  
 Prefixes ..... 102  
 Preparatory lessons ..... 9  
 Prepositions ..... 24, 93  
   relation and government ... 161  
 Primitive words ..... 100  
 Principal parts of verbs ..... 71  
 Pronouns, definition ..... 17  
   personal ..... 46  
   relative ..... 50  
   interrogative ..... 51  
   syntax of ..... 139  
 Properties of nouns ..... 35  
 Properties of verbs ..... 62  
 Proper and common nouns ... 31  
 Punctuation ..... 172-177  
  
 Quotation marks ..... 176  
  
 Regular and irregular verbs .. 71  
 Relative adverbs ..... 163  
 Relative pronouns ..... 50  
 Roots, Saxon, Latin, and Greek 101

Saxon roots.....	101	Variety of expression.....	114
Same case.....	153	Verbs, definition.....	19, 60
Section mark.....	178	transitive and intransitive..	61
Semicolon.....	174	properties.....	62
Sentences, definition.....	10, 103	voice.....	62
simple.....	105	mode.....	64
compound.....	105	participles.....	65
complex.....	106	tense.....	67
<i>Shall</i> and <i>will</i> .....	78	number and person.....	69
Subject, definition.....	11, 104	principal parts.....	71
grammatical.....	110	regular and irregular.....	71
logical.....	111	list of irregular.....	71
simple and compound.....	116	conjugation.....	77, 88
modifications of grammat-		synopsis.....	77
ical.....	115	auxiliaries.....	77
Subordinate conjunctions....	95	<i>shall</i> and <i>will</i> .....	78
Suffixes.....	102	• defective.....	90
Synonyms.....	70	unipersonal.....	90
Synopsis of verbs.....	77	agreement.....	149
Syntax, definition.....	103	government.....	152
Synthesis.....	103	subjective and objective	
		complement.....	153
Transitive and intransitive		Voice.....	62
verbs.....	61		
Tense.....	67	<i>Who</i> , uses of.....	142
<i>That</i> , uses of.....	142	<i>Which</i> , uses of.....	142
Unipersonal verbs.....	90	Words, study of	
		34, 44, 50, 59, 63, 67, 70, 93	
Variety of construction,		<i>Yes</i> and <i>no</i> .....	157
106, 107, 129		<i>You</i> .....	48



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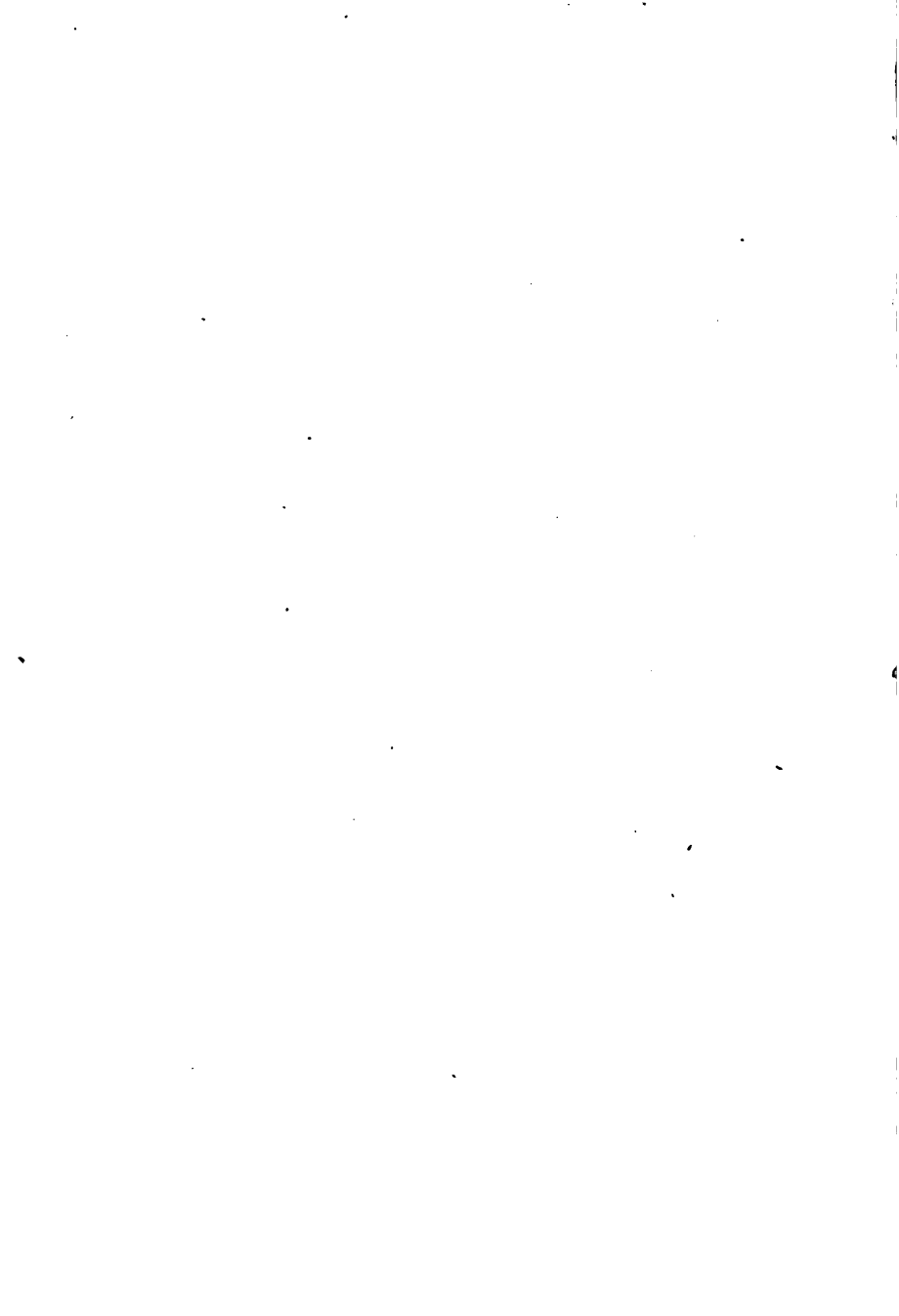
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